DOCUMENT RESUME

ED 060 505 EA 004 002

TITLE	The Four-Quarter Staggered School Year. 1/4 + 1/4 + 1/4 + 1/4 = 365. A Feasibility Study To Extend the School Year. A Research Study.
INSTITUTION	Utica Community Schools, Mich.
SPONS AGENCY	Michigan State Dept. of Education, Lansing.
PUB DATE	Jul 70
NOTE	585p.
EDRS PRICE	MF-$0.65 HC-$19.74
DESCRIPTORS	Annotated Bibliographies; Budgets; Community Attitudes; Community Schools; Construction Costs; *Educational Finance; Facility Utilization Research; Feasibility Studies; Parent Attitudes; Program Costs; *Quarter System; Questionnaires; *School Districts; School Schedules; Vacation Programs; *Year Round Schools
IDENTIFIERS	Michigan; Utica Community Schools

ABSTRACT

The Utica Community Schools was one of several school districts in Michigan to receive a grant from the State Board of Education for a feasibility study of the year-round school. This study report shows that, with a mandated four-quarter plan, savings of nearly $100,000,000 can be achieved on construction costs alone during the next 10 years. The report covers a 5-phase, 10-year implication program designed to move Utica toward a year-round school concept. The report delays any final decision regarding year-round school until after each succeeding phase has been successfully completed. The decision to move beyond Phase I will be made following other careful analyses of the present feasibility study and contingent upon future State fundings. A related document is EA 004 003. (Eight pages of photocopies material may reproduce poorly.) (Author)

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THE FOUR-QUARTER
STAGGERED SCHOOL YEAR

$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = 365$

A
FEASIBILITY STUDY TO
EXTEND THE SCHOOL YEAR

A Research Study

Submitted to:

The Michigan State Department of Education
Lansing, Michigan

Submitted by:

The Utica Community School District
Phillip Runkel, Superintendent

UTICA COMMUNITY SCHOOLS

UTICA, MICHIGAN 48087

JULY, 1970

EA 004 002

FORWARD

This forward to the report, The Four-Quarter Staggered School Year, A Feasibility Study to Extend the School Year, by the Utica Community School District, Utica, Michigan 48087, dated July, 1970, is designed to introduce the casual reader to the intensity of the involvement of one school district to render the question, "Is it feasible to operate one urbanized school district, such as ours, on a year-round basis?" As Superintendent of Schools here in Utica, Michigan, I believe that this report will indicate that an answer to the question stated above can be resolved, given enough time, energy, manpower, and, of course, money.

I believe that our district has enough information at this time to say: Yes, it is feasible, provided . . . As these provisions emerge, you will notice that other questions arise which, also, must be resolved. It is the eventual resolvement of these unanswered questions which will, in time, determine the eventual feasibility of the year-round school movement in Utica, Michigan.

As Superintendent of the Utica Community Schools I feel it is necessary to continue in our search to the other questions which have arisen as a result of the feasibility study and move into yet another phase of research prior to making any final decision regarding the eventual conversion or 'tooling up' toward the pilot year-round school concept in Utica.

Additional facts available for your information follow:

The Utica Community Schools is located in the east central portion of Macomb County, southeastern Michigan. The district extends ten miles north and south and six miles east and west or about 65 square miles in area.

Our present student population of slightly over 20,000 pupils has doubled during the past eight years and is expected to again double during the next eight years.

Because of concern over rapid growth, the local Board of Education initiated action in 1967 to begin the study of year-round schools as a method of saving tax dollars while at the same time utilizing school buildings on a year-round basis.

In 1968 the state legislature, through Public Act 312, appropriated $100,000 to be used for feasibility studies on the extended school year in the state of Michigan.

The Utica Community Schools was one of eight school districts in the state of Michigan to receive monies ($19,500) to conduct a study relative to the feasibility of year-round school operation.

The feasibility study simply means capable of being dealt with successfully or effected practicable within our school district.

During the past several months, the basic groundwork has been laid toward the ultimate goal of preparing this final report for the Michigan State Board of Education. The Utica Community Schools was charged to study the mandated rotated four-quarter year-round school program. This direction was given by our Citizens Advisory Committee when the district made application for a grant to conduct the feasibility study. As this district moved to fulfill the original charge of a mandated year-round school program, it became more evident that a modified approach might be a more logical way to resolve this particular issue.

During the early weeks of the study, over 3,000 letters were mailed to different sources across the country to gain information for our local data bank. The response to these early mailings was very good, and our data bank was established. (See Appendix A.)

From the data bank and the results of other types of research and communication, a working paper of materials over year-round schools was put together and nearly 400 copies were distributed in this school district as information designed to aid our total efforts on the feasibility study. The packet included working papers designed to further test the feasibility of year-round schools and are listed on page 5 under procedure followed in the study.

In September, 1969 a year-round school conference, sponsored by the Michigan districts funded to conduct year-round school studies, was held in Port Huron, Michigan. Personnel from Fulton County, Georgia were flown in to address the conference. Utica sent twenty educators, teachers, counselors, administrators and members from our Citizens Advisory Committee to the conference. They were joined by another eighty educators from across the state of Michigan to study the concepts of year-round schools.

As the study progressed through the winter months (1970), regular semi-monthly newsletters were mailed to our Citizens Advisory Committee members for year-round schools. These newsletters have included key sources of year-round school information, such as economic, personnel and curricular implications for year-round schools in Utica, Michigan. A 60-page general history of year-round schools in America and a 64-page report, "The Extended School Year: A Look at 67 Different School Calendars, as Proposed by Various School Districts in America," was completed and distributed to the Citizens Advisory Committee for year-round schools, to the Steering Committee for background information and to local educators and friends of the study who have expressed interest across the country.

In early April, representatives of the school district attended the National Seminar on Year-Round Education, and on April 25 the State of Michigan held a conference sponsored by the Northville Community Schools in Northville, Michigan.

During the month of June, as this final report was being assembled, and the results of the charges came to my office, I believe that regardless of the outcome of the final decision to pilot a year-round school, our district has received spinoff or feedback not once dreamed possible. The study has created enthusiasm on the part of so many people that it is very likely new concepts and change will appear where once they did not exist.

I personally believe that this country is in the midst of a general year-round educational movement. How fast, how far and to where it takes us, no one can predict. Should our district decide to pilot a year-round school program, you can be sure that it was very carefully and scientifically researched to best meet the needs of our students and the community as a whole.

Phillip Runkel

Phillip Runkel,
Superintendent of Schools

ACKNOWLEDGEMENTS

The Utica Community Schools wishes to thank its entire educational community, the Citizens Advisory Committee, the year-round school feasibility Steering Committee, the Administration and the Board of Education for their considerate cooperation in making possible the following year-round school feasibility study.

The school district wishes to thank especially Dr. Samuel Moore, Consultant, Michigan State University; Mr. Robert Sternberg of the Michigan State Department of Education; and the hundreds of sympathetic and dedicated educators across the country who helped contribute ideas, materials and encouragement for the successful completion of this study.

The district is eternally grateful towards our Superintendent of Schools, Mr. Phillip Runkel, for his courageous and far reaching wisdom to initiate such a study, particularly during the period of time when the issue of year-round schools in America has been scoffed at by many school leaders. The district also wishes to acknowledge the patience and leadership qualities of Mr. Don Elliot, feasibility study director, and Mr. George B. Glinke, administrative intern and researcher, who spent one year bringing together the information found in this report.

The district would be negligent in its responsibility were it not to commend Miss Dianne Sortzi for her patient understanding, dedication to duty and for the skill and wisdom spent in assisting in the research, typing and patiently contributing her efforts toward the final study.

The district would also wish to acknowledge other countless numbers of individuals whose contribution may never be measured on paper, such as the encouragement and wisdom of such friends of the study as Dr. Donald Bush, at Central Michigan University; Dr. Samuel Alam, Director of Research with the Port Huron School District and several national leaders such as Dr. George I. Thomas of the New York State Department of Education; Dr. John McLain, Director, National Seminar on Year-Round Education of Clarion State College,

Clarion, Pennsylvania; Mr. George Jensen, Chairman, The National School Calendar Study Committee; Dr. Andrew Adams, Director of Educational Affairs, VISTA, Washington, D. C.; Mr. Reid Gillis, Coordinator of Year-Round Education, Fulton County, Georgia; and all the many new friends the district has made as a result of its involvement in the year-round school feasibility study, all who have played some magical role as this report came together.

ABSTRACT

The Utica Community Schools was one of several school districts in the State of Michigan to receive a grant ($19,500) from the Michigan State Board of Education for the sole purpose of studying the year-round school. Part of the district's responsibility during this past fiscal school year was to complete a feasibility study for the Michigan State Board of Education.

This 580-page plus report shows that with a mandated four-quarter plan, a savings of nearly 100 million dollars can be achieved in this school district on construction costs alone during the next ten years (1971-1980). When educators and financial experts take into consideration rising interest rates, along with increased construction costs, the nearly 100 million dollar figure could soar to nearly 150 million dollars by 1980.

Preliminary research appears to indicate that greater efficiency in regular general school operation could result from year-round schools. However, it is unlikely that those operational savings could be realized for several years, until many of the various implications could be resolved through a pilot experimental program.

Only a pilot program could effectively test the accurate feasibility of long-range saving on a per pupil basis. The pilot program should be established as an optional year-round school program.

At the present time, according to the feasibility study, the mandated year-round school plan could save taxpayers a great deal of money. The personal inconvenience to regular family routine remains a big question, as the study points out that such as assigned program would alienate the vast majority (88%) of our voters. If saving tax dollars becomes the prime objective for local taxpayers, some educators would suggest that the district utilize double sessions.

According to the results of the feasibility study, the mandated or asssigned staggered four-quarter program is not possible at the present time in Utica, Michigan. Eighty-eight percent of the people contacted in the community survey favored summer as their first choice for a vacation period. Sixty-eight percent

of the parents surveyed expressed approval for an optional approach to year-round education as a means to improve the quality of educational opportunities for their boys and girls at no extra cost to the taxpayer.

The feasibility study suggests that if the problem is "to improve the quality" of local educational objectives, then the district should look hard at a restructured school year. An optional year-round school plan, with a high percentage of volunteer attendance, could save large amounts of dollars in construction costs, while still providing the opportunity to restructure the present school year to improve local curriculum offerings.

Spinoff from the various surveys and this feasibility study indicate a great deal of enthusiasm toward a "new" restructured curriculum. Educators in Utica will be looking at optional year-round school approaches as a means to:

1. Restructure the present two-semester school year.
2. Provide new flexible shorter class units.
3. Provide an optional year-round school program to expand work-study areas as a possible means to lower the drop-out rate.
4. Examine the possibility of an enriched or accelerated school program with built-in flexibility for pupils.
5. Save tax dollars through:
    a. Greater educational efficiency through year-round school operation.
    b. Save on capital outlay with an optional year-round school.
    c. Instructional salaries, such as fringe benefits, retirement benefits and equitable year-round teacher contracts.
    d. Savings in transportation costs.
    e. Savings in debt service, interest on classrooms that do not have to be built.
    f. Savings on building operating and maintenance costs.

Personnel implications centering around year-round schools in Michigan stem from Public Act 379 which passed the State Legislature in 1965. This Act has provided collective bargaining for all school employees with respect to wages, hours and conditions of employment with employers.

Problems which deal in personnel areas of the new master agreement over year-round schools will be resolved over the bargaining table. Provisions would have to be made in the present contract to establish machinery for a year-round pilot program should the district move beyond Phase I of the year-round school concept.

It is the opinion of the administration of the Utica Community School District, should the district move toward a year-round school program, that a new agreement would have to be established from point zero dealing specifically with these various factors of the year-round school.

The present Community School Program in Utica already operates on an extended or year-round basis. The move toward the year-round educational concept in the formal teaching-learning situation reinforces the basic Community School Pro ram as previously known as the modified year-round school concept and is covered in the feasibility study.

As a result of Phase I, the feasibility study, the district is now looking closely at both the optional four-quarter and the optional five-term all-year plan. The reason for this is to obtain a means of additional economic efficiency. Utilization of facilities on an all-year basis will require a restructuring of the present two-semester, six-week "make up" summer school program.

The final report covers a five-phase, ten-year implication program designed to move Utica toward a year-round school concept. The report delays any final decision over year-round school until after each succeeding phase has been successfully completed. The decision to move beyond Phase I will be made following other careful analyses of the present feasibility study and contingent upon future state fundings.

The following five-phase approach to year-round schools is only a suggested ten-year concept. Local educators feel that it could be completed in less time, however, in Utica at the present time, it is felt that the district should allow for the careful and adequate analysis of the year-round school before making any attempt to adopting the concept. Any district moving to year-round school without careful and adequate preparation is subject to possible failure and subsequent destruction of the year-round school momentum developed in Michigan to date.

The reasoning behind the preceding statement is to test each plan thoroughly before moving on to the next area of development.

1. Phase I, 1969-70, the feasibility study. This phase was the search and find, the research phase where major implications were gathered.
2. Phase II, 1970-71, the communications phase. During this phase, an in depth three-year conversion phase would be developed with the community having the opportunity to learn more about the proposed new year-round school concept prior to the community advisory vote later in the spring of 1971.

   This would be achieved through an extensive public relations campaign with the use of filmstrips, movies and numerous speeches and appearances by educators in this community.
3. Phase III, the tooling up phase. The next three years would be spent preparing for the new pilot program prior to the actual five-year experimental optional approach to year-round schools in Utica, Michigan.
4. Phase IV, 1974-79, the five-year pilot experimental program. The testing and ongoing evaluation of year-round school concepts within the Utica Community School District. This program would be in operation for five years prior to any major Board of Education decision to adopt a concept of year-round schools within the district.
5. Phase V, 1980, School Board decision as to implement year-round schools in Utica, Michigan.

Educators interested in receiving additional information should mail inquiries to:

Year-Round School Study
Utica Community Schools
Administrative Service Center
52188 Van Dyke Avenue
Utica, Michigan 48087

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CHAPTER I

SCOPE OF THE STUDY

A. Objectives of this Study

It has been the objective of the feasibility study for year-round school operation to gather, investigate, analyze and disseminate information with regards to the feasibility of year-round school operation in Utica, Michigan. The information contained in this study may be of value to educators, citizens and interested parties throughout the United States. The information contained herein has been gathered and utilized towards final determination as to the feasibility of year-round school operation in one urbanized school district in America.

B. Purpose of the Feasibility Study to Extend the School Year

While the original purpose for a feasibility study within the local school district stems from the issue of saving tax dollars, further spinoff from the feasibility study indicates the apparent need to restructure in some areas the present curriculum to make it more adaptable for the new urban culture.

An additional point which apparently has resolved from the study is that America appears to be in the midst of a year-round educational movement. Whether the Utica Community School District maintains its present program, extends the present school year, develops an optional year-round school concept or actually moves into a mandated four-quarter plan, is not the real issue. The real positive result from the feasibility study will be future direction, preparing for change and innovation as a result of the spinoff from the study. It will be this spinoff that will enable local educators to re-evaluate and perhaps analyze new directions for improving the quality of educational programs within the district.

C. Description of the School District, Including Future Growth of the Utica Community Schools

The Utica Community Schools is located in the east central portion of Macomb County in southeastern Michigan. The district extends ten miles north and south and six miles east and west for about 65 square miles of area.

The main political portions that it serves are Shelby Township, the City of Utica and a large portion of the City of Sterling Heights. It also serves small portions of Washington, Ray and Macomb Townships.

The last twenty years have brought great changes to the district. In 1941 it was a rural, agricultural community of some 2,000 students. Today it is one of the fastest growing suburbs in the nation with an enrollment of 20,000 students. With student projections set at around ten percent per year, one can readily see that the district will double its size to over 40,000 pupils in seven to ten years.

With the passing of a 29.5 million dollar bond issue in November of 1969, it would appear at this time that the Utica Community School District is not in any immediate danger of a particular crises situation, at least due to building needs. The renewable millage issues are always with the district and costs, including teachers salaries, are not declining. Should voter approval be reversed due to circumstances beyond the district's control, the need for year-round school could become critical overnight.

One of the most startling statistics in a new suburban district, such as Utica's, is the number of boys and girls below age five. This figure indicates that our growth patterns will continue to rise through the turn of the century when it is estimated we will exceed 100,000 students.

Today the district has two high schools and will open two more in the next three years. At the present time, the district has four junior high schools and will open the fifth next year. We have twenty-two elementary schools and have just completed plans to open six more during the next two years.

Within the district is one Catholic school, housing nearly 1,000 students in grades one through twelve. There is one Lutheran school housing nearly 500 students in grades kindergarten through eight and three small Lutheran schools which have a total enrollment of nearly 300. All total, we have approximately 2,000 non-public school children in our district.

In 1967 the Board of Education found it necessary to have professional assistance in projecting the future growth of the district. Driker Associates, Inc., of Birmingham, were employed to project our needs through 1990. In looking ahead to 1978, it is conservatively projected that the district will be trying to solve the problem of housing over 40,000 students or a need of approximately an additional 22 school buildings.

In 1968 the Detroit Regional Transportation and Land Use Study showed that seventy-seven percent of the school district's residents owned their own homes and that ninety percent of all residents lived in one-family homes. It further indicated that only twenty percent of present residents have lived in the district for ten years. Approximately forty-four percent of the wage earners were classified as "white collar" and fifty-three percent as "blue collar." The medium income for the area was $8,600. In 1965 nearly twenty percent of all students were attending higher educational institutions. Statistics now indicated that approximately forty percent of all enrollment are seeking advanced training which gives further rise of the change from rural to urban living.

There is a wide economical, educational and cultural level in the community at the present time. Our residents understand and are concerned with the value of tax dollars. They, along with the Board of Education and administration, strive for and encourage efficient educational economy.

D. Procedures Followed in this Study

In the preparation of this final report, the names and addresses of over 3,000 educational leaders from across the country were compiled. Letters were sent to them requesting information about the year-round school movement. Material which these local school districts, school leaders, researchers and other interested sources had gathered became available for use in our feasibility study.

In addition to this, the Utica Community Schools feasibility study specifically requested the names of other interested or outstanding year-round school people. The final analysis to this approach was a rather thorough nation-wide coverage which led to the development of a list of over 200 leaders in the year-round educational movement in the country. (See Appendix E.)

The logical step which followed, of course, was contacting these people and requesting further information about year-round educational concepts, programs and pilot schools in their area. The study also sought additional names of friends of the movement such as individuals who have written graduate papers or recently completed other research in the area of year-round schools.

Early in the study, as various sections of research permitted, the following types of information were distributed either within the school district or to outstanding year-round school people across the country:

1. A resume of the four-quarter all-year plan
2. 104 questions to be answered about a four-quarter year-round school program
3. 102 apparent advantages of the four-quarter year-round school program
4. 81 apparent disadvantages of the four-quarter year-round school program
5. A working paper of 77 possible internal personnel problems dealing with the feasibility of year-round school operation
6. A working paper of 54 possible business implications dealing with the feasibility study
7. A working paper of 96 possible curricular problems dealing with the feasibility study
8. A 24-page list of published articles found in the year-round school data bank
9. A 12-page list of unpublished material found in the data bank
10. A 60-page list of annotated sources covering year-round school material
11. A 36-page list of bibliographical material for year-round schools
12. A 50-page history of year-round school movement in America
13. A 40-page look at 67 different school designs found in America
14. 17,000 copies of a March, 1970 special issue of Forward Steps in Education, which was sent out to all residents in the Utica Community School District and numerous letters to our Citizens Advisory Committee over year-round education to keep them abreast of the research and

development of the year-round school feasibility study

It is because nearly 400 copies of the preceding material were distributed to the educational community here in Utica that the intent and validity of the feaiibility study has been so widely accepted. The district has shown through its philosophy the efforts to fulfill its charges with regards to the feasibility study.

E. Limitations of the Study

Our real limitation involving a study of this nature stems from the lack of necessary time to enter the communications phase of the feasibility study. For example, there is a great need at this time to thoroughly prepare a series of filmstrips and relative materials to be made available to the various service, civic and fraternal organizations including church groups, Parent-Teacher Organizations, homeowners groups and other interested parties anxious to learn more about the year-round school feasibility study in this community.

Following such an active community approach would be the logical step to call for and conduct an advisory voter election over a year-round school program to reinforce present data and give the local Board of Education another tool in its criteria for resolving future directions regarding year-round schools in Utica, Michigan.

Another limitation with regards to a feasibility study, such as ours, is the lack of time available to conduct a complete in depth study to prepare another report covering the step by step approach toward a tooling up or conversion phase necessary to convert from the present two-semester, six weeks summer session, to either a mandated four-quarter all-year plan, the four-quarter optional all-year plan or the five-term optional all-year concept.

The third limitation is to look at the necessary curriculum changes which would be made prior to going to the year-round school.

The final limitation which may exist in our school district could be the lack of vision, the confidence or perhaps that final hesitation on the part of local educators to subject an already fine educational community to the rigors of moving toward the year-round school concept.

These limitations must be addressed and thoroughly researched before any attempts are made to incorporate the year-round school concept. The momentum is here, both within the state of Michigan and the Utica Community Schools. Any premature moves in a school district could be doomed to failure. Such failure would destroy the momentum developed throughout the state and set year-round schools back another ten years.

F. Definitions

1. Feasibility. Capable of being dealt with successfully or effected practicable within our school community.
2. Mandated Staggered Four-Quarter Plan. The school year is divided into four equal quarters with all children being assigned to attend three out of four quarters.
3. Twelve-Four Plan. Students attend three out of four quarters with either the month of July or August off each summer.
4. Twelve-One Staggered Plan. Students attend three or four quarters and all have a one-week vacation period four times each year.
5. Optional Four-Quarter Plan. Students choose which three of four eleven or twelve-week quarters to attend school. Usually they attend a summer quarter and take off a later subsequent quarter. If the student does not take off a later quarter, he enters the enrichment or accelerated concept.
6. Optional Five-Term All-Year Plan. This plan usually embraces nine or ten-week sessions (four during the regular September to June school year) and the fifth optional approach during the summer time.
7. Standard School Year. One in which students attend classes about 180 days each calendar year.
8. Extended School Year. Lengthened school year where students attend classes for a period significantly longer than a standard school year. Usually from twenty to forty-five days longer (200 to 235 days). The optional four-quarter plan could put pupils in school 225 days (teachers at work 233 to 235 days per year) while the five-term optional concept would put pupils in school 225 days (teachers at work 235 days a year).
9. All-Year School. This term refers to the operation of the school buildings for at least eleven months of each calendar year. Usually refers to the year-round operation

of public school buildings. Students do not necessarily attend all year.

10. Assigned Vacation Plan. Similar to the mandated approach where the student is assigned the period in which he will be in school.

CHAPTER II

A REVIEW OF THE LITERATURE PERTAINING TO THE EXTENDED SCHOOL YEAR

For the in depth view pertaining to the review of the literature regarding the extended school year, the year-round school year and the year-round educational movement, please check the following sources found in this feasibility study:

A. Annotated Bibliography

B. Bibliography

C. Appendix A (Utica Community Schools Year-Round School Data Bank

D. Appendix C (History of Year-Round Schools in America)

It is essential that the "History of Year-Round Schools in America" be carefully reviewed here to thoroughly comprehend the year-round school concept. The implications that necessitate careful planning and research before implementation are covered in Appendix C and should be read.

E. Appendix D (67 Types of Year-Round School Designs advocated in America

F. Appendix E (People to Contact for Additional Information on Year-Round Schools in America)

G. Appendix F (Special Edition of Forward Steps in Education, March, 1970, Utica Community Schools)

H. See Chapter Three, A Historical Background for the Utica Community Schools Year-Round School Study

CHAPTER III

HISTORY OF YEAR-ROUND SCHOOLS

A. History of Year-Round Schools in America (See Appendix C.)

B. History of the Year-Round School in Utica, Michigan

During the later part of 1967, in a discussion over finances following a school Board meeting, the idea was brought forth that if Utica were to operate their schools on a year-round basis, the district might "save" a great deal of money. The early general premise was that the district would not only have to build fewer buildings, but could utilize present facilities, including teachers, on a year-round basis.

On February 27, 1967, during a school Board meeting, Mr. Phillip Runkel, Superintendent of Schools, introduced an administrative idea for a study of the feasibility of year-round schools in Utica. The year-round school study would be factual, concentrating on the secondary level, involving citizens, university people, and our school staff. A motion was made by Mr. Don Hoyt supported by Mr. Eilertson that the administration be directed to pursue the feasibility of year-round school and report from time to time to the Board on the progress being made. Motion carried.

In March of that same year, an article in the Detroit News was printed interviewing Mr. Runkel about the upcoming study. It was decided at this time that Dr. Vescolani of Michigan State Unicersity would be doing some advance work on the history of year-round schools for the Utica Community School District.

By the middle of April in 1967 the Superintendent of Schools announced that planning stages of the year-round school study (extended school year program) had been completed and that the district was now in a position to undergo a contract with Michigan State University to study the possibilities of an extended school year.

Throughout late summer, fall and winter, progress on the Michigan State University study took place in East Lansing, with a brief historical review of the development of public summer schools. The study was completed in March of 1968.

The report included a review of various proposals for extension of the school year, a description of a voluntary summer school program and other issues the Utica District should consider before moving in the direction of year-round schools.

Dr. Vescolani was requested to present the report to the Board of Education for action. On April 8, 1969, Drs. Romano and Smith from Michigan State University presented a historical study of year-round schools (the extended school year concept) to the local Board of Education.

The report covered advantages, disadvantages and recommendations for handling future direction within the year-round school movement. It was suggested that a study committee be formed to assess the feelings of the community and staff and to study the possibility, if any, of actual savings which such a program could bring to the Utica Community School District.

The Board received the report and advised Mr. Runkel to take further action by passing a motion instructing him to recommend a list of candidates for a committee to study the merits of year-round school. This committee was to consist of persons from administration, the schools and community as well as professional advisors from selected universities.

After considerable newspaper publicity during April and May of 1968, a Citizens Advisory Committee was established to: "Study the feasibility of year-round schools in Utica, Michigan."

Following preliminary organizational meetings, which were held in June and July of 1968, the first committee members were chosen (on a volunteer basis) and temporary citizens co-chairmen named were Mr. Jose Benavides and Mr. Peter Hines. The date of the first organized meeting was set for September 18, 1969 at the new Stevenson High School. During the course of that first official meeting, the Superintendent of Schools indicated proposed goals and how to implement the various study areas.

According to Mr. Runkel, Superintendent of Schools, the idea of a year-round school study was unique: "It has been studied in numerous school districts and has been implemented in a few. For the most part the idea has beee discarded in those districts for various reasons. This should not cause us to become pessimistic regarding the possibilities here in Utica. It is important that the district review these past experiences but always relate the stumbling blocks encountered to the Utica Schools and determine whether they apply here."

It was during this time that several early committees were established. (These committees and sub-committees have been active throughout the study, however, with the state grant, a year-round school coordinator has devoted much of the professional leadership necessary to complete the study.)

1. Finance
    a. Capital outlay
    b. Operations budget
2. Program Organizaton
    a. What types of plans are available?
    b. Which one should Utica choose?
3. Sub-committees Started
    a. Dissemination
    b. Public Relations

The general feeling during these early Citizens Advisory Committee meetings was to study advantages and disadvantages of known proposed plans and eventually select one plan which could be studied in depth.

Mr. Runkel mentioned that monies were being made available for year-round school research from the State Board of Education and that his office would look into the possibility of obtaining funds for a feasibility study. Mr. Runkel also presented other [illegible]es for possible consideration and mentioned that perhaps the Committee investigate these educational problems dealing with the extended school year as well.

Following the meeting, letters were sent to the following high schools in the area: Stevenson, Utica and St. Lawrence, requesting student representation on the Citizens Advisory Committee. Student representatives were selected and the next Citizens Advisory meeting was called for October 15, 1968.

During this meeting, discussion of activity to date was covered, and plans were established to bring Dr. Kehoe, from the University of Michigan, to speak during the November 12, 1968 Citizens Advisory meeting. Mr. Runkel's office reported that the State Board of Education was very interested in the possibility of feasibility studies on the year-round school and that Utica would move forward to apply for a state grant.

On October 15, 1968 a memorandum was received from the Michigan Department of Education to Ira Polley, State Superintendent of Public Instruction, requesting the authorization to hold a public hearing regarding grants for feasibility studies to extend the school year. (Feasibility studies means: capable of being done or effected practicable. Capable of being dealt with successfully.) This memorandum included the background of the department's general educational service budget under consultant services ad indicated in Senate Bill 862, State of Michigan, 74th Legislature, Regular Session, 1968, which established rules for all types of grants to local school districts for the feasibility study to extend the regular school year.

The memorandum also included definitions of eligibility and explained how school districts were able to apply for the state grant. The maximum grant was not to exceed $20,000 per district. The study also told how the program was to get final approval and how the funding of the approved applications were to be made.

On October 22, 1968, during a Citizens Advisory Committee meeting, Mr. Hoyt, Sister Mary Paula, Mr. Harper, Mr. Forthoffer and Mr. Russell were appointed to review Utica's proposed application for funds to conduct the feasibility study. They approved an application organized by Mr. Elliott, Administrative Assistant to the Superintendent of Schools, and the application was submitted on schedule.

At the same time, the Finance Committee of Mr. Donald Holland, Mr. Jack Harvey and Mr. Phillip Runkel were completing a study entitled "Past, Present and Future Growth of our School System." Mr. Rewalt, Administrative Assistant, completed a year-round school cost analysis which was made available to the year-round school Citizens Advisory Committee.

After getting copies of other types of year-round school plans, the Utica Community Schools year-round school committee passed a motion to study "in depth" the staggered four-quarter plan of operation.

After getting copies of other types of year-round school plans, the Utica Community Schools year-round school committee passed a motion to study "in depth" the staggered four-quarter plan of operation.

The Citizens Advisory Committee again met on November 12, 1968 to discuss year-round schools with national educator, Dr. Kehoe of the University of Michigan. Many interesting points were covered that evening over various types of year-round school concepts in America.

On November 22, 1968 a public hearing was held on proposed rules for applying for funds to study year-round school authorized by the State Board of Education. Mr. Elliott, Administrative Assistant to the Superintendent of Schools, was present at the hearing. Four days later, letters to Superintendents and special project directors were received explaining the necessary information over the results of the public hearing and also contained information about what the State Legislature has been trying to do about raising additional monies for the extended school year program in Michigan.

On December 10, 1968 the State Board of Education adopted the rules as slightly modified in terms of testimony presented at the hearing, which were then submitted to the Director of the Legislative Service Bureau and the State Attorney with a request that immediate consideration be given to them. Eight days later, the following letter was sent to school districts from the State Board of Education:

> ". . . The apparent legislative intent for appropriating $100,000 for the conducting of feasibility studies for the extension of the regular school year was to determine ways to promote educational and economic efficiency. Since the total appropriation is relatively small, the total number of grants will, in all probability, be a typical example of a large number of similar districts. At the same time, the composite of grants approved is expected to include a variety of designs for extending the school year even though a single grant may focus primarily on one design. . ."

Between the time of the public hearing and the approval of the $100,000 grant, the Citizens Advisory Committee from Utica met with Mr. James O'Neil, State Board of Education member, who spoke to the group about the possibility of a year-round school funding program being enacted by the state legislature.

Following the Christmas holidays, rather extensive newspaper publicity again discussed the possibilities of year-round schools in Macomb County as "relieving school problems."

On March 12, 1969 the State Board of Education took action to finally approve the rules for year-round school appropriation ($100,000) as received by the Legislative Service Bureau and the Attorney General for the purpose of fulfilling the State Administrative Code. Two weeks later, a letter was sent to the members of the State Board of Education from Ira Polley, State Superintendent of Public Instruction. This included a report of grants to school districts for the conduct of feasibility studies to extend the school year. The letter contained summary background information of the applications received (47) and the recommendations that the State Board of Education receive this staff report of the grants to be made to school districts for the conduct of feasibility studies to extend the school year in accordance with the Legislative appropriation and provisions of Act 312, P. A. 1968.

Two days later on March 27, 1969, Mr. Runkel received a letter from the Department of Education notifying our school district that our proposal to conduct a feasibility study for extending the school year had been approved in the amount of $19,500.

The next three months in the district were spent distributing information over the year-round school through the Elementary Curriculum Council, the Secondary Curriculum Council, Central Administraton and both elementary and secondary principals groups.

During the June 2, 1969 Citizens Advisory Committee meeting, copies of the administrative flow chart were distributed and discussed. The flow chart established the administrative organizational structure for the conduct of the study. General high points included regular chain of command, Steering Committee for year-round schools, and the Utica Community Schools Citizens Advisory Committee for year-round schools. The future role of the year-round school committee was covered and it was agreed that the committee would serve as a sounding and advisory board to the administrative committee conducting the study. Bi-monthly progress reports would be sent to committee members to keep them continually aware of the progress and scope of the study.

By July of 1969, the Citizens Advisory Committee wss organized and had been active for well over a year, a Central Administrative Steering Committee, complete with flow chart, was established, a coordinator chosen, and a full-time administrative intern selected to assist in the research of the feasibility of year-round schools in Utica. In the short period of two and one-half years, Utica had moved from an idea about year-round schools toward actually receiving a grant of $19,500 for the purpose of conducting a feasibility study for year-round schools.

Mr. George B. Glinke, Administrative Intern, proceeded to place together the historical background for the feasibility study. A series of letters were developed and sent out to the following sources:

60	Intermediate school districts in Michigan
114	School districts in southeastern Michigan
60	Class three districts not in southeastern Michigan
49	Mott Collequium group members in Flint from the Central Michigan University study group
300	Phi Delta Kappa (Professional Educators)
47	School districts looking at year-round schools but not funded by the state legislature
50	State Departments of Education (in each of our states)
73	Known bibliographical sources of materials over the year-round school (At that time, July 10, 1969, this was all we had. As of July 25, 1969, we had identified an additional 65 sources which we wrote for additional information.)
50	Other secondary sources
107	American Federation of Teachers and American Federation of Teachers locals throughout the United States, including all the large urban areas
100	Board of Directors of the National Education Association, located throughout the United States
120	Urban Association (NEA) Executive Directors located in all major urban centers in the country
64	Members of State Associations of the NEA in all 50 states

In addition, 186 letters were sent to such outstanding professional organizations as the:

NEA Task Force on Urban Education, Association of Classroom

Teachers, Association of Colleges for Teacher Education, Department of Elementary School Principals. Association of Higher Education, Department of Rural Education, American Association of School Librarians, National Association of Secondary School Principals, National Council for Social Studies, National Association for Supervision and Curriculum Development, and other reliable sources of information too numerous to mention.

Also, during the early weeks of the study, over 3,000 letters were mailed to different school districts across America to gain information for our local data bank. The response to these early mailings was excellent. The data bank (Appendix A) was established. The material found in the year-round school data bank was then analyzed and portions reproduced for use by our year-round schools Citizens Advisory Committee and the Central Steering Committee.

From the material received in the data bank and the results of other types of educational research including communication, a working paper of materials over year-round schools was put together and nearly 400 copies were distributed in this school district as information designed to aid our total efforts on the feasibility study. The packet included the following sources of information, usually in working form:

1. Resume of the four-quarter all-year school plan
2. 104 questions to be answered over year-round schools
3. 102 advantages of four-quarter year-round schools
4. 81 disadvantages of four-quarter year-round schools
5. Published and unpublished material found in the Utica Community Schools data bank (over 200 sources, see Appendix A)
6. A general three-year historical background of the Utica Community School District's year-round school study
7. Three different sets of working papers of possible problems dealing with a feasibility study including the following areas:
   a. curriculum
   b. business
   c. personnel
8. A 60-page list of annotated sources covering year-round schools (See back of report)
9. A 36-page list of bibliographical materials for year-

round schools including the following areas:*

a. books
b. periodical articles
c. pamphlets
d. newspaper feasibility reports
e. unpublished feasibility reports
f. master theses and Doctoral dissertations

10. A copy of the nine charges of the year-round school study

In reviewing the nine specific charges to the year-round school feasibility study, the following areas of responsibility were assumed with preliminary reports scheduled due by December 15, 1969:

1. Mr. Morrison, Director of Elementary Education and Mr. Harper, Director of Secondary Education, to review the present curriculum and develop curriculum implications and methods for solving same.
2. Mr. Bemis, Assistant Superintendent of Personnel, and Mr. King, Director of Personnel, to review internal personnel implications and methods of solving them.
3. Mr. Rewalt, Administrative Assistant for Business Affairs, to conduct an extensive study of financial implications, financial feasibility for year-round schools.
4. Mr. Franks, Administrative Assistant for Community Relations, to develop a series of surveys to be utilized to measure staff and community attitudes toward the feasibility of year-round schools in Utica.
5. Sister Mary Paula, Principal of St. Lawrence High School, and Mr. Winn Graebner, Principal of Trinity Lutheran School, to study the effects of year-round schools on the parochial school.
6. Mr. George Glinke, Administrative Intern, to work closely with all employee groups, central administration, principals, and teachers to completion of the feasibility study; also, to act as researcher and consultant to assist whenever needed.

In September, 1969 a year-round school conference, sponsored by the districts funded to conduct year-round school studies, was held in Port Huron, Michigan. Personnel from Fulton County, Georgia were flown in to address the conference.

Utica sent twenty educators, teachers, counselors, administrators and members from our Citizens Advisory Committee for year-round schools to the conference. They joined another eighty educators from across the state of Michigan to study the concept

*See bibliography at back of report

of year-round schools.

Throughout October, November and December of 1969, efforts were made to inform the local educational community and to keep them abreast of the new types of information available on year-round schools. Mr. Glinke met with Citizens Advisory Committee members, new teacher orientation sessions, spoke at local teacher institute days, before secretarial groups and briefed Steering Committee members in the district to keep everyone up to date about the progress of the feasibility study.

On December 8, 1969 a preliminary report to the Board of Education was received showing excellent progress to date on the study.

As the Utica Community Schools feasibility study progressed through the winter months (1970), regular semi-monthly newsletters were mailed to all Citizens Advisory Committee members for year-round schools. These newsletters included key sources of year-round school information, such as economic, personnel and curricular implications for year-round school in Utica, Michigan. A 60-page general history of year-round schools in America was completed and distributed to the Citizens Advisory Committee for year-round schools and to the Steering Committee for background information in January of 1970, (See Appendix C).

Also distributed to the Citizens Advisory Committee was a report showing 67 different types of proposed year-round and extended school designs, (See Appendix D).

During March, several surveys were administered in the district (See Appendix B) and officials from Utica met with the Michigan Department of Education to discuss progress of the study.

In April Mr. Glinke traveled to the National Seminar on Year-Round Education, and near the end of the month, the Northville Community Schools, Northville, Michigan hosted a conference for the schools who were funded this year.

Early in May, extra clerical help was brought in to assist in the study and most of the rough typing and appendix work was reproduced at that time, prior to final assembly.

As of June, final stencils were cut, and the final feasibility report assembled. This report for the feasibility of year-round schools was submitted on June 30, 1970 to the State Department of Education where copies were distributed to all the intermediate school districts in Michigan.

CHAPTER IV

THE ANALYSES, THE FINDINGS OF THE FEASIBILITY STUDY

A. A Resume of the Four-Quarter All-Year School Plan, With a Brief Look at the Twelve-Four and the Twelve-One Plans

Since the beginning of the public school movement in the United States, the problem of constructing additional school buildings to take care of increased enrollments in the face of rising costs has raised a very important issue; that of utilizing schools on an all-year basis.

Schoolmen, in particular, are urged to become well informed with the many new concepts involving the year-round school. There are many different versions of this concept. For example, the Utica Community Schools feasibility study has found 67 different versions of year-round schools, (See Appendix D).

In order to limit the scope of the feasibility study in Utica, the Citizens Advisory Committee chose to study the four-quarter plan of all-year school. To be specific, the Citizens Advisory Committee asked the school administration of the Utica Community School District to study the staggered four-quarter plan with some additional explanation of the twelve-one plan and the twelve-four plan.

1. What is a Staggered Four-Quarter Plan of All-Year Schools?

   The most often proposed all-year school plan is the four-quarter system with a rotating attendance. Although schools would be operated throughout the entire year, each child would spend the same amount of time attending classes as under a traditional nine-month school. Each child would attend three of the four quarters and would take his vacation during one of the four quarters. However, vacation periods would be staggered throughout the year in order to have three-fourths of the children in school during any given quarter with one-fourth on vacation. This is to say that some pupils would go to school from winter through summer, some from spring through fall, some from summer through winter and the remainder from fall through spring. It is possible, also, that the student may choose to attend a quarter, drop a quarter, etc.

The teachers would be employed for three or for all four quarters, depending upon the employment arrangements made between the Board of Education and individual teachers. Other individual arrangements could also be arranged for special problems through the personnel department.

The primary reason of this scheme is economy rather than a longer period of instruction. Theoretically, this plan would save an additional 25 percent on capital outlay for new buildings by fully utilizing existing facilities. It is argued that this plan would reduce the required teaching force from 20 to 25 percent since only three-fourths of the children would be in school at any one time. It would also increase the annual salaries of those teachers employed the year-round between 18 to 33 percent, depending on the master agreement. Furthermore, it would provide an opportunity for some pupils to accelerate since they could attend all four quarters if they so choose. It is because of these theoretical advantages that the four-quarter rotating attendance system has been considered by the Utica Community School District.

One of the striking facts with regard to plans for the twelve-month use of schools is that many systems have studied the advisability of adopting a four-quarter plan at one time or another. Among the larger school districts who started the four-quarter plan, only Atlanta and Fulton County, Georgia, which started the four-quarter plan in the fall of 1968, have this type of year-round school today. In Georgia, at the present time, educators do not mandate the vacation schedule. The students attend three quarters, which is equal to a regular school year, September to June, then the student has the opportunity to attend an optional summer school quarter on a volunteer basis.

The theory here is that when enough pupils attend the fourth quarter optional plan (on the optional four-quarter approach) or the fifth term optional session (the five-term optional plan) and drop out a term or quarter later on, the district has established an optional year-round school program without forcing or mandating the taxpayers to send their children to school during a period of time when they do not wish to attend.

Most communities which have studied the feasibility of the four-quarter plan have concluded that its disadvantages outweigh its advantages, however, a quick review of the history (See Appendix C) indicates that most school districts have used the four-quarter or the year-round concept as a threat to force their school district to pass bond issues. Research indicates that previous reliability regarding educational research in this area is very weak.

Some school districts, like the Utica Community Schools, are looking at both the mandated plan and the optional year-round approach to year-round schools.

2. How the 1969-1970 School Year Would Look as Four Quarters

For the 1969-1970 school year, the staggered four-quarter schedule would be as follows:

Twenty-five percent of the students would be on vacation each quarter and 75 percent would be in school. To illustrate, school would begin the fall quarter on September 2 and end November 28. Seventy-five percent of the children would be in school during this period and 25 percent on vacation. School would begin the winter quarter on December 1 and end February 27. Again, 75 percent would be in school and another 25 percent on vacation. The spring quarter would begin on March 2 and end May 23. Here another 25 percent of the students would be on vacation. School would begin the summer quarter on June 1 and would end August 23. At this time the last 25 percent of enrollment would be on vacation and 75 percent, therefore, would be in school.

3. Sample Operation of the Rotating Four-Quarter Plan for Rescheduling the School Year

Pupil attendance group*	Fall	Winter	Spring	Summer
Group A	Vacation	School	School	School
Group B	School	Vacation	School	School
Group C	School	School	Vacation	School
Group D	School	School	School	Vacation

*Each group comprised one-fourth of the entire student enrollment.

(For additional information about proposed school calendars, see Appendix I.)

4. Twelve-Four Plan

Another plan establishes four twelve-week quarters with either the month of July or August off each summer. Seventy-five percent of all pupils rotate during each of the three twelve-week sessions and everybody has a one-month vacation during the regular established off time.

Here is how the twelve-four plan would work:

	12 Weeks	12 Weeks	12 Weeks	12 Weeks	4 Weeks
Group A	Vacation	School	School	School	one month Vacation
Group B	School	Vacation	School	School	
Group C	School	School	Vacation	School	
Group D	School	School	School	Vacation	

5. Twelve-One Staggered Plan

In this plan a student attends three or possibly four twelve-week quarters. The student has a one-week break between succeeding twelve-week periods. A student who chooses to attend a quarter may find he has fourteen weeks away from school before he moves back into the classroom for what could be another twelve-week session. This would be followed by another week off before attending two additional twelve weeks on and one week off session.

6. Twelve-One Staggered Quarter Plan

	Fall	1 Week	Winter	1 Week	Spring	1 Week	Summer	1 Week
Group A	Vacation	Vacation	School	Vacation	School	Vacation	School	Vacation
Group B	School	"	Vacation	"	School	"	School	"
Group C	School	"	School	"	Vacation	"	School	"
Group D	School	"	School	"	School	"	Vacation	"

In any of the staggered four-quarter plans, including the twelve-four and the twelve-one plans, one must remember that for every grade, each quarter must offer a rather complete curriculum, thus each quarter should be able to stand alone. Complete classes would have to be offered during each quarter and the summer quarter would, most likely, begin as a modified quarter plan with as many class sections offered as requested by normal requirements to fulfill the needs of the students.

The possibility of smaller class sections indicate higher educational costs at this time and this feasibility study must take these extra costs into very careful consideration.

If either the staggered four-quarter, the twelve-four or the twelve-one plans were to work successfully, it is most probable that the enrollment would have to be staggered on a mandated basis. It would appear at this time that a staggered plan could be established as a regular school year with the summer quarter being utilized as a modified section on a volunteer basis. This then becomes an optional qpproach to year-round schools.

7. Why Have Previous Four-Quarter Plans Failed?

Most previous experimental programs involving four-quarter plans were abandoned for basically three reasons:

a. Some of those who planned projects of this type thought of them as economical programs that would save money by using their buildings year-round. This is not the case. It was discovered that operating schools on this basis costs more money than was anticipated.

b. Others who tried a different school year changed the physical structure of the terms, but did not change the content of the subjects offered.

c. The most important change to be considered is the reorganization of courses to fit this new structure. Without this reorganization, students programs were restricted rather than given the flexibility necessary to schedule into new programs.

Those school districts which were faced with a rapidly growing student population growth usually had to face the problem of going into either a four-quarter or similar all-year plan or face double sessions. Many educators actually prefer a regular extended school day with double sessions to the staggered four-quarter plan. When every school committee has had to face their taxpayers with taking their vacations at some other time than summers, the four-quarter plan has failed.

Opening schools just for the sake of keeping them open to say that you are using your buildings all year without first making adequate curriculum plans or changes to meet new school programs is usually worse than maintaining your present program. Utica, at the present time, utilizes somewhat of a modified extended school year with our community-school concept of summer enrichment, adult education, senior citizens groups and other activities.

A modified summer school experience usually centers around four areas:

a. Research
b. Recreation
c. Remedial
d. Enrichment

This, generally, is the direction most school districts are headed today if in fact they are moving away from traditional programs.

8. Basic Philosophy

The basic philosophy of the Utica Community School District is as follows:

> We believe that education is a responsibility shared by the home, school, church and community--that schools are centers of community endeavor to improve the quality of living and learning for all citizens. This philosophy makes education a total concern.
>
> The student needs to know that there are constructive ways of handling his feelings and problems. Only as he develops confidence and trust in his own ability to solve problems will he progress to a point where he will make larger contributions in later years.
>
> Each student deserves a program planned for him as an individual in terms of his ability and level of achievement. The program should be flexible and revised from time to time to allow for changes in purpose and a more accurate estimate of abilities. A

sense of successful achievement is essential to feeling of positive worth and good mental health.

A student's learning is a personal, individual experience; he has a right to be different. Each student has multi-potentials, abilities and varied interests. He needs to be encouraged to develop the ability to reason and think creatively.

We need to understand each individual and to increase his understanding of his environment. Let each child realize that education is a continuing process which should enable him to be a self-disciplined responsible and thoughtful member of his community.

The above philosophy of the Utica Community School District comes from "the master agreement of the Utica Community School District and the Utica Education Association, an affilliate of the National Education Association and the Michigan Education Association." This philosophy pretty well determines those areas of concern from which this feasibility study has been redeveloped. Other goals and major objectives with regard to the year-round school will pretty much center around present attitudes and basic considerations for present school philosophy.

9. Rationale Behind the Staggered Four-Quarter All-Year School

According to the literature that is available on the feasibility of the staggered four-quarter all-year school program, it seems that:

a. Financial savings do not occur immediately. It would take 12 to 18 months for every student to get their three quarters on and one quarter off established. Only after all the students are on a program for an extended period of time, is there likely to be a savings. It appears that most educators estimate the first several years may well increase the cost of educating students on the staggered four-quarter plan until an operating efficiency pattern develops.

b. The only feasible all-year plan developed for reducing costs involved acceleration of pupils to reduce enrollments over the school career of the child.

c. Staggered four-quarter plans tend to increase expenses and wear out capital investments at faster rates than under the old school year plan because of increased wear on existing facilities.

There are several other assumptions that must be made prior to a school district going into a staggered four-quarter all-year school plan:

a. The year-round school program should lead to greater utilization of present buildings.

b. The program must be constructed in such a way that transfer students must be able to move into and leave the Utica School District easily and without losing credit, and at the same time they must be able to be placed within the staggered four-quarter plan effectively.

c. The program must be acceptable by the majority of the parents and professional educators within the Utica Community School District.

d. The choice of subjects offered to our students must not necessarily be reduced, but must be reconstructed according to a more suitable curriculum arrangement.

e. Any new program must provide an educational program equal to, or superior to our present program.

d. The Michigan State Legislature must:

   1) amend present laws in order to enable the Utica Community School District to collect state aid several times a year instead of the present fourth

Friday count in September in order to accommodate different types of year-round school programs.

2) make sure the wording with regards to the length of the present school day includes a maximum period of time to provide extended school days or flexible scheduling.

3) change the current number of days that a school district must be in school in order to qualify for state aid.

4) change the laws with regard to the pupil attendance requirements and number of school days he must attend.

10. Changes in Illinois, Ohio and Michigan

The Illinois 75th General Assembly passed Senate Bill 1496 which the governor signed into law that makes it possible for school boards to adopt a twelve-month calendar.

The new law in Illinois reads:

> "Any school district may, by resolutions of its board, operate one or more schools within the district on a calendar of twelve months or 225 days of actual pupil attendance computable under Section 18-8. Under such a plan, no student shall be required to attend class for more than three consecutive quarters. Any board which operates under this section shall devise a method of apportioning its students so that each grade affected thereby will have at all times an enrollment of approximately 75 percent of the students eligible to attend."

In addition, the section of the code about the school age for a child entering school was amended to read:

> ". . . provided, further, that in any

> school districts operating on a quarterly basis, children who will attain the age of six within 30 days after the commencement of a quarterly term shall be entitled to attend scool upon commencement of such term."

The State of Ohio has officially acknowledged the interest in all-year schools according to Senate Bill #56 effective May 31, 1968:

> "Authorizes a Board of Education of a City, Exempted Village, or Local School Districts, with the approval of the State Department of Education to provide for three trimesters or four quarters of school in lieu of a regular school year. Those public schools operating on a trimester shall be open not less than 30 days each trimester, and those on a quarter system shall be open at least 59 days each quarter, as compared to a minimum of 176 days for a regular school year. . ."

Michigan's State Board of Education has moved to permit year-round operation of Michigan's public elementary and secondary schools. It recently tentatively established rules to permit schools to operate on a four-quarter system and receive State financial aid for the entire period.

"This is one of the most significant steps that Michigan has taken in this space age society to unhobble itself from a horse and buggy school system," said board member James F. O'Neil of Livonia.

As can be seen by these three examples here in the heartland of America's industrial and agriculture development, progress is being made for the operation of school on an all-year basis, particularly in the area of the tri-semester, five-term, four-quarter staggered and optional all-year school plans.

11. Specific Four-Quarter Staggered All-Year School Goals

The staggered four-quarter all-year program must take into consideration the following areas of major educational concern:

a. Attempt to determine to see what happens to children when they attend three of four staggered quarters during a normal school year, either mandated or utilizing some type of optional approach.

b. Determine if adequate learning continues throughout a staggered school year where different children are out of school during an off-season.

c. Determine if a program of extended school year activities based upon acceptance of a continuous progress philosophy will ultimately lead to increase of academic learning.

d. Determine whether a staggered four-quarter plan would have any effect upon the children's physical and emotional health.

e. Determine the effect of a staggered four-quarter plan upon parents, the community and the Utica Community School System.

f. Provide, if possible, a new and exicting approach to learning through year-round use of our public school buildings.

g. To utilize our buildings and staffs on a year-round basis, if feasible, while giving our boys and girls the same or superior educational background as in the past at less cost to the district.

h. Discover whether air conditioning is essential for maintaining more effective teaching-learning situations throughout the school year.

i. Discover if a particular school calendar can be considered more effective than all others for the Utica Community School District.

j. To greatly improve the quality and quantity of education provided in grades kindergarten through twelve in the Utica Community School District.

k. Test the feasibility of combining a lengthened school year with a lengthened school day to obtain the equivalent of a weighted school year providing the equivalent of between 180 and 236 days of instruction.

l. To attract highly qualified teachers through the inducement of extra pay for the lengthened school year.

m. To put additional Utica children in front of superior and talented teachers.

n. Explore the use of the master-teacher and the master-teaching concept with the multiple use of teacher aides.

o. Explore the feasibility of extending new individual and non-graded concepts into our present school system.

p. Test the feasibility of the continuous learning process whereas school children have shorter type vacation periods scattered throughout the school year. The nine or ten weeks on and two or three weeks off concept gives elementary children shorter but more frequent vacation periods several times a year.

B. A Review of the Present Curricular Program in the Utica Community Schools, A Look at Present Strengths and Weaknesses and Curriculum Implications Regarding the Mandated Four-Quarter Plan

1. Secondary Grades, Seven to Twelve

The Utica Community Schools have long been hampered by growing pains and curriculum development has often been deterred by practical housing problems. Some of the problems experienced by the schools in the past have been:

-- Shortened school day at the junior high schools
-- Five-hour split sessions at the senior high schools
-- Half day sessions for some elementary schools
-- Rental of buildings to provide adequate classroom space
-- Sharing of secondary facilities with overcrowded elementary schools
-- Utilization of portable classrooms

Although most of these problems have been resolved, it is expected that our phenomenal growth will cause us to experience many or all of them again in future years. It is doubtful that planning, building and financing will be able to keep pace with our needs. An extended school year, with the greater utilization of school plants, could possibly help to defray these problems.

The Utica Community School District will have to change the present curriculum and program of instruction to convert to a year-round school operation.

The following report was developed by professional educators who are directly involved with curriculum development.

Each system-wide department chairman in the Utica Community Schools was requested by the Director of Secondary Education to review their program in relation to the year-round concept. Then specific charges were assigned as follows:

First, present a review of our present program either 7-12 or K-12 which ever is applicable to your area. The following questions are to be answered:

-- What is our present program?
-- Is the program effective?
-- What are its strengths?
-- What are its weaknesses?
-- What are its needs?

Second, present the curricular implications, relating to your program, that must be considered if the Utica Community School District were to implement a staggered four-quarter plan. You are to include both positive and negative implications along with your recommendations as you consider the curriculum ramifactions we would face in considering the year-round school plan.

Each chairman, along with their staff members, in turn reacted and sent a written report to the curriculum office, from which this phase of the feasibility study was developed.

The implications found in section e. are problems which have come about as a result of this first phase of the study. It is hoped that another phase to the feasibility study can resolve many of the issues curreetly brought out in this section.

a. Review of Present School Day, Utica Junior and Senior High Schools

At the present time, the district has four junior high schools and two senior high schools:

--- Davis Junior High	1185 students
--- Eppler Junior High	902 students
--- Shelby Junior High	1323 students
--- Sterling Junior High	1003 students
--- Adlai Stevenson High	1703 students
--- Utica Community High	1422 students

The typical junior high school day is 8:00 A.M. - 2:45 P.M.

The typical junior high school student day is:

--- six 50 minute periods of instructional time
--- one 35 minute lunch period
--- one 35 minute homeroom period

*Remaining time for passing

The two high school student days differ. The school day is 7:20 A.M. - 2:05 P.M.

Adlai Stevenson --- The student day is:

--- seven 45 minute periods of instructional time
--- one 45 minute lunch period

*Remaining time for passing

1) Seventh Grade Course of Study

Four courses are required on a full year basis. The remaining two hours all students rotate on a ten-week basis through the survey program.

FULL YEAR COURSES - Required for all students

-- English
--- Geography
--- Math
--- Science

TEN-WEEK SURVEY COURSES - Required for all students (Exception)*

BOYS	GIRLS
Art	Art
Metal	Foods
Wood	Clothing
**Drafting	**Vocal
Health	Health
Gym	Gym
Speech	Speech
**Vocal	**Drafting

---

*5 minutes allowed for passing between scheduled classes.

**Band and Orchestra are full year courses. Students enrolled in Band or Orchestra can choose any four survey classes except vocal or drafting.

2) Eighth Grade Course of Study

Four courses are required on a full year basis. The student then chooses from a list of electives the courses he desires to complete his schedule. Two of the electives are full year courses and all others are one-semester courses.

REQUIRED SUBJECTS:

-- English
-- History
-- Mathematics
-- Science

ELECTIVES:

-- Exploratory Language (1 semester)
-- Band (2 semesters)
-- Orchestra (2 semesters)
-- Homemaking (1 semester)
-- Wood (1 semester)
-- Metal (1 semester)
-- Drafting (1 semester)
-- Boys Physical Education (1 semester)
-- Girls Physical Education (1 semester)
-- Art (1 semester)
-- Personal Typing (1 semester)
-- Vocal Music (1 semester)

3) Ninth Grade Courses of Study

The following is a list of required and elective classes:

-- Six subjects are to be chosen by all students
-- English, Civics and Physical Education-Health are required
-- Either Algebra, Introductory Algebra (A) and General Math must be chosen
-- Two other subjects are to be selected

REQUIRED SUBJECTS:

-- English
-- Civics
-- Physical Education-Health
-- Mathematics:
  Algebra
  Introductory Algebra (A)
  General Math

ELECTIVES:

- -- Art Foundations
- -- General Business
- -- Home Economics I
- -- Industrial Arts:
  - Mechanical Drawing I
  - Metal Shop I
  - Wood Shop I
- -- Instrumental Music
- -- Language:
  - French I
  - German I
  - Latin I
  - Spanish I
- -- Science:
  - College Biology
  - General Biology
- -- Vocal Music

4) Programs for High School Students, Grades Ten Through Twelve

A student entering the high school from junior high school has a wide selection of courses from which to select a program which meets his interests, abilities, talents and post high school goals. Because of the concern to individualize a student's curriculum in order to provide him with experience which will satisfy his unique interests, abilities and talents, the high school curriculum has no rigid curriculum "tracts."

Although students are encouraged to explore likely interest areas, it is hoped that some direction has been reached by the tenth grade level so a student will receive an education that is meaningful and beneficial upon graduation. Class selection decisions should be firm for the tenth grade and tentative for grades eleven and twelve.

The district attempts to impress upon all high school students and their parents that the matter of college attendance should not be regarded as the only route to a successful way of life. Seeking a four-year college education should not be done simply because others are doing it. If a student has not demonstrated that he can do average or above average work in high school, his chances of survival in college are poor. These facts are too often overlooked or even ignored by overzealous parents who have their hearts set on a daughter or son obtaining a college degree. The important question is not can I get into college, but can I do well enough to stay there. However, the need for trained personnel is ever increasing. All students should explore some form of further education whether it be the one and two-year vocationally oriented programs or a university program.

5) Responsibilities for Planning a Program

a) Student and Parent

It is the responsibility of the student and parent, with the assistance of the guidance counselor, to think through and discuss the future plans of the student. Once the program is designed, it is the responsibility of the student in the implementation of educational, vocational and personal plans.

b) Teacher

It is the teacher's responsibility, whose experience with the student enables him to identify the student's abilities and achievements, to work with the student, counselor and parents. The teacher's evaluation, based on classroom experience, will further help the student to make his program realistic and workable.

c) Counselor

It is the responsibility of the counselor to assist the student and his parents in relating the student's interests, aptitudes and abilities to current and future educational and occupational opportunities and requirements, long-range educational plans and choices.

The counselor is responsible for collecting and disseminating to students and parents information concerning careers; opportunities for further education and training; school curricular offerings; and help plan a program which satisfies the graduation requirements of the school. The counselor consults with school administrators and members of the school faculty relative to the curricular offerings which meet the abilities, interests and needs of the students.

6) Minimal Requirements for High School Graduation

In accordance with North Central Association of Colleges and Secondary Schools provisions, three years of resident attendance are required for graduation.

--- To meet minimum graduation requirements in the Utica Community Schools, a total of 14 units of credit must be earned in grades ten through twelve. One unit of credit is granted for each one-year course taken; one-half unit for each semester course.

Specific subject requirements are as follows:

--- Three years of English. One year of English may be substituted for by taking a related course such as business English, the full year speech course, or dramatics, with the approval of the high school principal.

--- One year of United States history

--- One semester of American government

--- One year of science

--- One year of mathematics

--- One year of physical education

Among these units each student must complete:

--- Two majors (three units of credit in any given subject area) (English satisfies one of these)

--- Two minors (two units of credit in any given subject area)

- The one year of math and science requirement may be met at the ninth grade level
- Courses taken in the ninth grade may be counted toward any major or minor
- Office and library aides in the approved program will be granted one-fourth credit per semester

In addition to the specific requirements enumerated above, it is expected that:

- All seniors will take a single semester social studies elective in addition to the required government course. A substitute for this requirement may be made if approved by the principal
- All seniors whose mathematical records indicate a need may be required to successfully complete a course in refresher mathematics

The graduation requirements listed above are bare minimum, and it is expected that most students will exceed them. Each student is expected to successfully achieve a full high school program each year regardless of records needed to meet minimum graduation requirements.

High School Course Offerings

PHYSICAL EDUCATION	CREDIT
Team Sports	1/2
Advanced Team Sports	1/2
Individual Sports	1/2
Dance	1/2
Co-recreation	1/2
Gymnastics	1/2
Combative Sports	1/2
Beginning Swimming	1/2
Synchronized Swimming	1/2
Advanced Swimming	1/2
Life Saving	1/2
First Aid	1/2
Officiating	1/2
Advanced Gymnastics	1/2
Advanced Dance	1/2

ENGLISH	
English 100	1
English 101	1
English 102	1
English 105	1

ENGLISH (continued)	CREDIT
Speech I	1
Journalism	1
English 110	1
English 111	1
English 112	1
Speech II	1
Drama I	1
Contemporary Lit. 117	1
English 120	1
English 121	1
English 122	1
Modern Lit. 124	1
Drama II	1
Debate	1/2
Yearbook	1
Newspaper	1
Mythology	1/2
Creative Writing	1/2

FOREIGN LANGUAGE	
Spanish I	1

FOREIGN LANGUAGE (cont'd)	CREDIT
Spanish 2	1
Spanish 3	1
Spanish 4	1
Latin 1	1
Latin 2	1
Latin 3	1
Latin 4	1
German 1	1
German 2	1
German 3	1
German 4	1
French 1	1
French 2	1
French 3	1

SOCIAL STUDIES	
World History	1
World Geography	1
U.S. History 7	1
U.S. History 8	1
U.S. History 9	1
U.S. History 10	1
Michigan History	1/2
Sociology	1/2
Economics	1/2
International Relations	1/2
Government	1/2
Western Civilization	1
Non-Western World	1/2

MATHEMATICS	
Algebra 1	1
Geometry	1
Algebra 2	1
Trig. & Anal. Geometry	1/2
Practical Alg. - Geom.	1
Shop Math	1
Business Math	1/2
Refresher Math	1
Math IV	1
Basic Math	1

SCIENCE	
General Biology	1
College Biology	1
Physical Science	1
Chem-Study	1
PSSC Physics	1
Adv. Chemistry	1/2
Physiology	1/2
Astronomy	1/2
Geo-Geography	1

INDUSTRIAL ARTS	CREDIT
Drawing 1	1
Drawing 2	1
Architectural Drawing 1	1
Wood Shop 1	1
Carpentry 1	1
Metal Shop 1	1
Machine Shop 1	1
Power Mechanics	1
Basic Electricity	1
Welding 1	1
Electronics 1	1
Precision Measurements	1/2
Blue Print Reading	1/2

TRADE & INDUSTRY	
Auto Shop 2	1
Mech. Drawing 3	1
Arch. Drawing 2	1
Carpentry 2	1
Machine Shop 2	1
Welding 2	1

FINE ARTS	
Homemaking 1	1
Homemaking 2	1
Advanced Clothing	1/2
Advanced Foods	1/2
Home Nursing	1/2
Child Development	1/2
Senior Seminar	1/2
Home & Family Living	1/2
Art Foundations	1
Design 1	1/2
Design 2	1/2
Crafts 1	1/2
Crafts 2	1/2
Studio 1	1/2
Studio 2	1/2
Art Appreciation	1/2

BUSINESS EDUCATION	
Typing 1	1
Typing 2	1
Personal Typing	1/2
Shorthand 1	1
Shorthand 2	1
Bookkeeping	1
Business Law	1
Office Machines	1/2
Office Practice	1/2
Notehand	1/2
Business English	1

BUSINESS ED. (Cont'd)	CREDIT
Dist. Ed. 1	1
Dist. Ed. 2	1
Marketing/Management	1
Dist. Ed. Related	1
Mt. Olympus (student store)	
Retail Store Operation	1
Seminar in R.S.O.	1
Retail Store Supervision	1
Seminar in R.S.S.	1
Retail Store Management	1
Seminar in R.S.M.	1

AIDE PROGRAM	
Office Related	1
Clerical Aide	1
Library Aide	1
Counseling Aide	1
Audio-Visual Aide	1
Instruc. Aide	1

CO-OP PROGRAM	
Food Service Co-op	1
Health Service Co-op	1

CO-OP PROGRAM (cont'd)	CREDIT
Office Co-op	1
Dist. Ed. Co-op	1
Trade-Industry Co-op	1

MUSIC	
Beginning Band	1
Cadet Band	1
Varsity Band	1
Orchestra	1
Varsity Choir	1
Mixed Chorus	1
Boys Glee Club 1	1
Girls Glee Club 1	1
Elements of Music	1
Chorale	1
Vocal-Solo-Ensemble	1

BASIC EDUCATION	
Basic Education	1
Basic Work Experience	1

One Semester = 1/2 Credit
Full Year = 1 Credit

b. General Overall Strengths of Present Program

1) The present program appears sound for the college bound as well as those students who are career oriented.

2) The materials and equipment at the secondary level appear to be adequate at the present time.

3) The need for new and updated courses is constantly under study. The following curricular changes have been noted within the district during the past two years:

a) The total number of high school "occupational training" courses have been increased by 59 percent, from 29 to 46.

b) The number of students who get on-the-job training while still in school through the Cooperative Education program has tripled to 180, and the number of teachers involved in the program has doubled to six.

c) Several courses have been introduced to meet the needs of junior and senior high school students with problems in such basic skills as reading, writing and mathematics.

d) A complete graphic arts program was approved recently by the Board of Education for next year's curriculum.

e) The Board of Education recently appointed an administrator whose duties include working with out-of-school youths and a placement counselor recently started a program aimed at helping school dropouts find employment.

f) The Board of Education has unanimously endorsed a proposal by the Macomb Intermediate School District to establish five Area Vocational Education Centers, or Skill Centers, throughout the county that would widen the number of occupational training programs even more.

4) Our present staff has a fine reputation for its professional approach to the teaching-learning situation and is talented and competent.

5) The new construction of buildings has given us the opportunity to plan facilities for up-to-date programs. In the past three years, the district has opened two new junior highs and one senior high school. Two more senior high schools are presently being planned.

c. Strengths of our Present Secondary Programs

1) Art

a) The program provides students with a wide cultural background.

b) Very flexible in the media usage.

c) Provides a wide range of electives to choose from.

d) Adequate facilities are available for the majority of present program plans.

2) Business

a) The program produces trained personnel for employment. (See Vocational Education, section h.)

b) The department provides usage skills to other than vocationally oriented students.

c) Terminal students are provided saleable skills to prospective employers.

   d) The program has holding power for the potential dropout.

3) Counseling

   a) The district utilizes standardized testing programs to determine placement of students on ability levels.

   b) An orientation program for students moving to the high school from junior high schools.

   c) Counseling begins with a limited program in the elementary and moves to a full program at the secondary level.

4) English

   a) The present program was written by English teachers but needs to be revised by present staff members.

   b) The students are scheduled on a four track program according to ability grouping.

   c) The curriculum guide is provided for teachers to follow which ensures continuity of program and aids new staff members to meet basic objectives.

   d) The curriculum guide provides emphasis on the communication skills as well as a minimum common body of knowledge and enrichment for the more advanced student.

   e) The program has proven sound in the past in that most freshman college students appear to be adequately prepared for college work.

   f) Basic English students have the opportunity to develop additional skills necessary in today's world of work.

5) Foreign Language

   a) The district utilizes its first introduction to foreign language in the eighth grade with an Exploratory Language program.

   b) Thirty-five percent of the students at the secondary level are involved in some type of foreign language program.

   c) To supplement the classroom experience, trips are taken by a few students to foreign countries to provide a wider practical language experience.

6) Home Economics

   a) The curriculum is designed to accommodate boys in the eighth grade and many local educators feel it should be expanded.

b) The Child Development, Home Furnishings, and Home and Family Living courses are elective for boys and girls in the tenth to twelfth grades and has an active following within the district.

7) Industrial Arts

   a) The Industrial Arts program is designed to help interpret our complex-industrial culture for students through direct, meaningful experiences.

   b) The program is recognized as an integral part of the general education curriculum and is available for college bound students as well.

   c) Older laboratories are being updated and new concepts are currently being expanded.

8) Library

   a) Library skills are taught by librarians to both junior and senior high school students and student library assistants.

   b) The present program has been developed with the Learning Resource Center concept in mind for the student including library personnel involved with the research learning center.

9) District Resource Center

   a) Statistics indicate that staff members are using the District Resource Center materials and equipment as supplements to their program more each year.

   b) Surveys indicate that the Center's program and services are highly effective, especially at the elementary level where the new research learning centers are widely used.

10) Mathematics

   a) The mathematics department is currently researching present offerings for corrections with developing a new plan to update present course offerings.

   b) The present college preparatory curriculum appears to be strong.

11) Music

   a) The department has close contact with Community Services and is able to schedule performing opportunities for student musical groups.

b) Instrumental groups have had favorable showings in district and state festivals.

c) Present flexible scheduling allows for special interest groups.

d) Classes cover music theory and appreciation.

e) The district provides for a continuing summer band activity program.

12) Physical Education

a) The curriculum offers a variety of activities designed for student growth and development.

b) There is a carry over for lifetime in many of the activities, such as golf and tennis.

c) Students have a chance to pursue their own interest areas as the secondary program is elective.

d) Health education covers drug abuse, growth and development, basic food requirements, safety and diseases.

13) Science

a) The program has been rated above average by the University of Michigan accreditation committee, however, ongoing evaluation by staff members is necessary.

b) North Central has rated Utica's program favorably.

c) The curriculum emphasizes laboratory oriented courses stressing an investigation approach.

d) Present curriculum offerings were developed by staff and allows for some individual innovation.

14) Social Studies

a) The present secondary curriculum serves the needs of the student's because of the variety of electives, such as Government, U. S. History, Physical-World Geography, Sociology, Non Western World, etc., however, local staff members would like to re-evaluate many areas within the present program.

15) Special Education

The present curriculum is strong in the following areas:

a) academics
b) non-verbal performance

c) Pre-vocational lessons

d) work experience courses

For comment on Special Services, Vocational Education, Pupil Services and Athletics, see sections g, h, i and j.

d. Weakness of the Present Program

1) Art

a) Not all teachers in the department have the necessary broad artistic background needed to adequately stimulate the needs of most of their students.

2) Business

a) There are not enough optional course offerings found in the junior high schools.

b) More counseling is needed in areas of occupational possibilities, especially in the field of vocational orientation.

3) Counseling

a) Present facilities need to be improved in order to provide a more proper setting.

b) The ratio between counselors and students assigned needs improvement as some schools are experiencing too many students per counselor.

4) English

a) There is no definitive program developed for the sixty percent of the student body which is vocationally oriented.

b) There has been no curriculum revision for four years.

c) There is no student involvement in curriculum planning.*

d) There is little flexibility in the scheduling of students, but a great deal of "built in" sequencing of subject matter, which has a tendency to stagnate present progress.

5) Foreign Language

a) There is a need for better communications with the counseling department to scheduling smaller classes.

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*A major need in all departments.

- b) Teaching techniques need to be more diversified to include broader use of A-V materials.
- c) The department needs to hire people who are qualified to teach more than one language at different levels in the secondary program.
- d) The present third and fourth year language students are combined in one class.
- e) The program of foreign language is introduced at the eighth grade level whereas it should be introduced at the elementary level.

6) Home Economics
   - a) Home and Family Living should be a required course at the tenth grade level.
   - b) There should be a vocational curriculum to include: Food Service, Child Day Care Center, Home Economics Co-op Program.

7) Industrial Arts
   - a) Educational objectives are not clearly defined.
   - b) There is no valid criteria with which to evaluate the effectiveness of the program.
   - c) Course content is often repetitous.
   - d) Class periods are short and in some programs there should be some re-evaluation regarding double period classes.
   - e) Present personnel are not fully aware of updated new curriculum developments in the field of Industrial Education.

8) Library
   - a) Because of lack of space in many instances, the library is not the center for total enrichment possibilities.
   - b) The present school curriculum does not allow for maximum use of library materials or allow students the opportunity to elect advanced independent study in specific interest areas because of lack of materials.

9) District Resource Center
   - a) Statistics of use show the need for an increase in materials and equipment.
   - b) The junior highs lack personnel to provide, supervise and promote a building program.
   - c) The material and equipment collection is inadequate for the size of Utica's district.

- d) There is a need for a pilot study of new types of equipment.
- e) The personnel is not adequate in number to handle requests for materials and equipment.
- f) At the present there is no budget for increasing materials and equipment.
- g) There is a limited budget for the Professional Library.

10) Mathematics

- a) More use of visual aides and instructional equipment.
- b) The adoption of courses leading to computer training.
- c) The adoption of a system putting the one brain resource centers to better use.
- d) The organization of math clubs to stimulate interest in the area.

11) Music - Vocal and Instrumental

- a) Band facilities need to be expanded.
- b) There is a need for more adequate storage areas.
- c) The tight scheduling for use of the stage and auditorium hampers potential activity programming.
- d) There needs to be an expanded budget for buying needed equipment and maintenance of present equipment.

12) Physical Education

- a) Many of the classes are too large to give individual help.
- b) More supervision is needed to see that the curriculum is taught as outlined.*
- c) Students should have planned activity every day throughout their school years.
- d) Health education should be required at the secondary level, grades seven to twelve.
- e) Hiring practices should improve the need for a well-rounded staff.
- f) More space is needed for teaching stations, locker rooms, and storage.

*This weakness is apparent in most areas.

g) There is a need to equalize equipment for each school, at least on a per pupil basis.

13) Science

a) ALthough curriculum has been expanded in recent years, there is still a need for new courses to meet the needs of the non-college bound and develop sceince courses with high student interest.

b) The junior high school science and physical science program needs to be re-evaluated.

c) Although laboratory equipment has been increased every year, in some areas and in some schools there remains a shortage.

14) Social Studies

a) There is a need for an eleventh and twelfth grade testing program to conduct ongoing evaluation of present programs.

b) The curriculum is of little value to the staff because it does not go into enough depth.

c) The remedial progaam is inadequate.

d) Elective courses at the junior high level are lacking.*

e) There is a lack of communication between elementary, junior high and senior high school staffs. The utilization of full-time curriculum area coordinators would help resolve this problem.

f) There is lack of A-V and supplementary materials for use in the ultimate enrichment of all subject areas.

g) Little money is appropriated for field trips.

15) Special Education

The curriculum shows a need for:

a) more thorough counseling, especially counselors working only with Special Education student trained for this field and working full-time in this area.

b) more work opportunities and experiences.

c) more real life preparatory courses.

*This point comes out often as the exploratory junior high school concept simply does not now exist in the Utica Community School District.

e. Year-Round School and Its Influences on Our Present Curriculum

The following list of implications must be considered and included in the final evaluation on the feasibility of implementing a four-quarter plan. This list was developed by the year-round school curriculum committee from the material made available by the system-wide department chairmen and the research by the year-round school office. They are suggested by the committee because they will influence the program and must be considered as typical of the types of curricular ramifications the district would face in considering the year-round school plan.

Answers to these implications would be resolved over a period of time, especially through the use of a restructured curriculum phase and a rather extensive pilot plan of actual operation.

1) If a year-round school is adopted, with the standard practice requiring attendance of pupils for three quarters on a staggered basis, provisions must be made to permit some students to attend school four quarters, thus accelerating their educational program.

2) A pupil who has failed could repeat only that quarter he failed rather than the entire year or semester.

3) Under a year-round school plan, Utica could offer more enrichment and remedial work.

4) Reducing dropouts -- Many local educators here in Utica believe that a flexible program offers a solution to the dropout problem. A program developed on achievement levels makes it possible for a student to experience personal success. This will do much to keep potential dropouts in school. In many cases, the student gets hung-up in the schedule on a yearly basis with no place to go, failing time after time until he is beyond the compulsory attendance age. He then becomes an official dropout. The fact is that he became an in-school dropout when he began to fail regular subjects.

5) The rotation plan would permit slow learners or pupils who had had prolonged illness to catch up by attending the fourth quarter.

6) Time for workshop and committee meetings is available, which gives opportunities for greater teacher in-service professional growth. Teachers are doing during the summer those things for which they were trained. The school system is making better use of both its personnel and physical facilities.

7) Most plans invite a complete restructuring of the curriculum to make it more flexible, effective and revelant. This re-evaluation of the total school problem can result in far more effective use of our already established capacity to teach. This is one of the most significant of the possible dividends to be expected from any year-round school plan.

8) Acceleration and enrichment programs for ambitious and talented students either to complete their work sooner or to take a more comprehensive program could be achieved easier under a four-quarter or five-term concept.

9) The four-quarter program, by allowing four quarters of attendance, could permit certain students who do not intend to go on for further training to get extra courses in high school that would more directly fit them for the type of employment they would likely seek.

10) Year-round plans with sequential enrollment eliminate the once-a-year enrollment lockstep by enabling a child to enter school at the beginning of the new period nearest his birthday, thus reducing the wide gap in intellectual development that currently exists for so many children. While early implications apply mostly to elementary school, this effect is carried by the pupil throughout his school years.

11) The work of the pupil is evaluated more often, with more frequent reports on his progress to parents.

12) Scheduling is implemented by current classroom teachers into related areas of study. Scheduling movement into different areas of study are completed by teachers in their respective area. Counseling personnel and other resources are utilized when student cannot decide or when a questionable selection is made.

13) There is an indication that their will be po-

tential problems with students who transfer in or out of the system, however, this is only a minor concern because the district already currently resolves this problem.

14) A four-quarter plan will affect small classes such as Latin 4, Welding, Math 4, etc., because highly selective classes cannot be offered each quarter. It has been suggested that this problem would be resolved by offering each class twice a year.

15) The staggered session could short-change the student in academic classes as he could miss it during his down time.

16) Some educators believe that a twelve-week period is too short a time in which to organize the body of subject matter in a learning area into a comprehensive unit. Other local educators believe that an eight, nine or ten-week course could best meet the needs of the students.

17) The program of inter-school athletics at the high school level should not control the schedule of America's largest business, the public schools. The fact that a star football player is prevented from participating in the fall program of sports because his vacation is scheduled for the fall should not compel the entire school system to close up for the summer. In Utica, athletics are very important, but will not dictate the program.

18) Utica's new course structure would be restructured to satisfy college requirements.

19) The staggered four-quarter plan provides for more involvement in recreational programs.

20) How will the accelerated schedule be programmed? This implication could be resolved on a tuition basis or full state aid reimbursement several times a year.

21) What adjustments will secondary teachers have to make if the elementary school keeps its children for a full seven years, but, in so doing, has them complete the equivalent of the seventh grade curriculum before sending them to junior high school? This is the accelerated elementary program.

22) Will a year-round school help the professional staff to be more creative in developing new classes, concepts and provide for a more quality educational program for all of our boys and girls?

23) Would our curriculum be more flexible with a year-round school?

24) Would the year-round school provide for more or less involvement in extra-curricular activities?

25) Would the time pupils need to adjust to new classmates, schedules and teachers several times be beneficial or wasted?

26) Would a minimum school enrollment have to be maintained so that each class could be offered each quarter with class sizes fairly uniform This could be difficult with combination classes and fluctuating class sizes resulting.

27) All classes with specific scope and sequence would be subject to reform and constant revision.

28) Teachers could be placed in special subject areas of their choice, especially where they are highly trained.

29) The degree of curriculum continuity would be increased, moving from unit to unit.

f. Curriculum Implications Which Will Affect Special Departments

1) Art

a) The art program would lend itself to the concept cluster of subject matter. Crafts are now taught with this concept regarding subject matter.

2) Business

a) The four-quarter plan would offer greater opportunity to incorporate total vocational curriculum offerings which will benefit student training.

b) The staggered graduation of students into the labor market will provide a more even distribution of employment opportunities.

3) Home Economics

a) The curriculum could be easily divided into smaller twelve-week or unit segments.

b) The fourth quarter would provide a year-round child care center.

c) The dropout rate would be affected and hopefully reduced.

d) A year-round catering service for the community could be established.

e) Family Living would be more easily elective for the college bound students, as would many unit courses.

f) The work with co-op students and curriculum development could procced to a year-round basis.

4) Industrial Arts

a) A staggered four-quarter plan appears to be more limiting than the current school plan because of time requirements for a project-oriented curriculum, however, this needs additional research.

b) In the area of Vocational Education and Industrial Arts there are needs:

  a to revise systems for ordering materials, equipment and supplies.

  b to revise procedure for repair, replacement and cleaning of equipment.

5) Library

a) The Media Center concept would require additional professional and supportive staff.

b) Provision must be made for duplicate copies of titles to meet curriculum requirements as well as requests of students.

c) Circulation and plan regulations should permit students and teachers to easily obtain materials for use throughout the extended school year.

6) District Resource Center

a) Additional personnel will be needed to accommodate projected increase in the utilization of services.

b) Staff members working during the fourth quarter would become more mobile.

c) Materials would become more available with wide spread usage during a four-quarter year-round concept.

7) Music - Instrumental

a) The fourth quarter will provide an opportunity to add special smaller classes to the music program.

b) A class could be added in music theory and appreciation without attending performing activities.

- c) There is a possibility of the loss of certain types of instruments in a group during a fourth quarter.
- d) This fourth quarter could possibly limit performing appearances.
- e) There would be decrease in the amount of material covered during any one quarter, but under a restructured curriculum, additional classes could be offered.
- f) The mechanics of issuing uniforms and instruments would increase.

8) Physical Education
   - a) Utilization of the outdoor facilities would be increased 33 percent.
   - b) Outdoor activities would necessitate the construction of increased facilities for basketball, tennis, volleyball, golfing facilities, and other related areas such as ice rinks in winter.
   - c) Activities could be offered seasonally.
   - d) The curriculum would be more flexible if subject areas were scheduled during a shorter period of time.
   - e) Student choice of activity would be more geared to special interests.
   - f) The staff would likely be increased to meet new demands of present facilities.
   - g) Air conditioning for the gym and locker rooms would require additional study.
   - h) Wear and tear on facilities and equipment would increase.

9) Special Education
   - a) Student would experience more community involvement.
   - b) Employment base for special education teachers would be broadened.
   - c) Summer affords opportunities for:
     - a outdoor activities
     - b more job opportunities
     - c expanded field trip schedules
   - d) A more formalized curriculum would be needed.

e) Parent responsibilities would be increased because of increased activities for their children.

f) Facilities for the handicapped would need expansion.

g) Better diagnostic services would be a necessity.

g. Special Services Department

The Utica Community School District provides special educational services to most children who have an exceptionality. The primary goal is the education of each child to the limit of his educability. To do this, Utica has arranged and adapted its curriculum to meet the child's needs. In meeting this challenge, Utica is providing the following services:

-- Social Worker
-- Diagnostician
-- Homebound
-- Speech Correctionist
-- Mentally handicapped classroom
-- Trainable classroom
-- Deaf and Hard of Hearing classroom

Utica's program extend from pre-kindergarten to senior high school. The Special Services Department currently employs 45 persons in professional and non-professional areas.

Utica's school system grows approximately 2,000 students per year. With this growth, jobs are needed for qualified personnel by the Special Services Department at a constantly increasing rate.

As an example, our special education program for the mentally handicapped student is vocationally oriented and integrates the student into regular class whenever feasible. The vocational oriented program at the junior high level includes on-the-job experiences within the school building, for which we compensate.

The senior high level combines on-the-job experience both within and outside of the school. In this way students can be evaluated under actual conditions of work by their teacher.

To be eligible for admission to the junior and senior high program:

- -- the students must be tested and screened into the program.
- -- they must be developed socially to the extent that they are able to function adequately in a work-training program.
- -- there must be a demonstrated interest in this program on the part of both the parents and the child in completing this program.

The influence of a year-round school program would undoubtedly change many of the present concepts. The four-quarter program would enable the Special Services Department to operate many of its programs on a year-round basis. As answers to many of the prospective problems are not now known, additional research would be necessary before making recommendations at this time.

h. Vocational Education

1) Present Program

At the present time, the vocational program within the Utica Community School District is divided into two major categories, preparatory and cooperative.

The preparatory programs or courses taught in our schools are usually offered to the eleventh or twelfth grade students. These courses are final courses in a sequence of prerequisites or scheduled programs in a particular occupational cluster to best meet student's interest. Professional teachers currently working in the program are vocationally certified by the State Department of Education. This means that they have had two to three years work experience in their field of speciality and are presently attending or have taken special courses relating to vocational education. The State Department of Education requires that a special outline or course curriculum be followed and that this course will be taught for a certain period of time. In Business Education and Home Economics, the vocational courses must be 60 minutes a day, five days a week, and usually 40 weeks a year. In the vocational Trade and Industry area, the course must be 120 minutes, five days a week for a period of time not less than 40 weeks.

The Co-op program is for students who have taken the preparatory courses related to their occupational interest or are presently taking these courses. The student should be a senior, although the district sometimes permits eleventh graders to the program. The student in co-op goes to school in the morning to qualify for the three of four classes he needs to graduate or to complete his scheduled program, then is released from school and reports to a work station, or place of employment for the remainder of the day. The student is given school credit and a grade for his job, but must maintain good attendance, good attitude and be knowledgable in his occupation. In addition to this, the pupil receives payment for services rendered.

The student is evaluated every six or seven weeks by his employer and teacher-coordinator. The student is also scheduled during school hours, into a related course taught by the same teacher-coordinator before a student is placed, then a training agreement is drawn up by the teacher-coordinator, employer, parent and student. This training agreement replaces work papers, occupational approval numbers and deviation permits.

2) Effectiveness of the Program

According to our 1968-69 survey of the students that have graduated from high school with a vocational background, 74 percent report as follows:

-- 26 percent of the students are working full-time in the occupation they were trained for.

-- 13 percent of the students are working in a related field of their occupational training.

-- 35½ percent of the students have gone on to school full-time, most of which are continuing in courses related to their occupational training.

The Vocational Education Department feels that this is one of the most effective programs the district has.

3) Strengths of the Program

The department has found that vocational education not only provides occupational competency for students graduating from our two high schools but also provides guidance to the world of work. These experiences entice our students to further their knowledge by taking advanced courses in college. Vocational education courses generally provide jobs immediately for students graduating from our schools.

It has been noted that students who were potential drop-outs have stayed on and become successful by graduating from high school. Another side line to Vocational Education, especially in the co-op area, is that our students experience maturity once they are working with adults outside the classrooms and this gives additional meaning to the courses they take in school.

4) Weakness of the Program

It has only been recently that the school district has been able to overcome the social stigma of vocational educational students being second class citizens in the school stratification system. The success and scope of the vocational education program dealing with the business world is overcoming the feeling that you have to go to college in order to be suceessful within our society. (More information including advertisements, particularly to our fellow professional educators and to the community, are needed to help sell the program.) Other weak areas in our program include:

-- Finding qualified teachers
-- Needing more time for skilled areas
-- Expenses of the programs

5) Needs to Improve Present Programs

a) Qualified teachers.
b) More time in the classrooms for skill development areas.
c) More money for equipment.
d) Coordination of courses in various schools.
e) Consolidation of expensive skill areas.
f) Time to expand present concepts.

6) The Four-Quarter Plan

The concept of the four-quarter plan presents both advantages and disadvantages to the vocational education program. The district must consider the structure of present vocational programs. The first is preparatory courses requiring a specific number of hours required by the State Department of Education. The second, which is very flexible in nature, is our co-op program.

Preparatory Vocational courses are not to be confused with Industrial Arts courses or beginning courses in Home Economics and Business Education. Preparatory courses require a specific skill development. In order to develop a skill, it takes constant practice. To begin a skill development program and then stop for ten weeks only to start again, is not recommended. This could be resolved by protecting our vocational skill courses while scheduling. If the district were to run the vocational skill courses that are now available for a straight block of time without cutting into them, one could schedule all other courses around this protected block. This practice of scheduling students to protect specific blocks of time is practical somewhat, so this would not present an insurmountable problem.

The other problem with our vocational preparatory course, is that they must meet for a specific number of hours. If you go on a four-quarter program and divide the quarter into ten-week sections, then three sections would cut our program by ten weeks or 50 hours on a 200-hour course (one hour, 40 weeks), or 100 hours on a block course. On the other hand, 12-week sections could recover some of the hours lost. This would be resolved with additional research during a subsequent study phase.

The advantages to a four-quarter plan would be the possibility of involving more students in the vocational program by being released from other required academic courses. Our exploratory course leading into vocational blocks would certainly gain from such an idea. The four-quarter plan would involve more students, but would also require more trained teachers.

The co-op segment of our vocational program would gain a great deal from the four-quarter plan. The district could place many more students in training stations. More students would have the opportunity of working full-time during the rush seasons than under the present schedule of working only part-time. New work stations, some of which are seasonal in operation, would open up. Availability of specific academic courses for students who are assigned from co-op and work a half day would develop, thus giving students more freedom in selection.

At the present time, many students cannot take co-op education because specific courses which are needed are offered only at a time when the student is scheduled to be at work. Another distinct possibility would be that a student could go to school for all four quarters and fill the requirements for both vocational compentency and still be prepared to attend a university.

7) Conclusion

The Vocational Education Department considers vocational education curriculum as a means to best meet the students' needs. If the total year-round school study indicates that the four-quarter plan or some other optional approach will best serve the student needs, the Vocational Education Department will give their complete cooperation to resolve all basic mechanical problems should they arise within the year-round school concept.

i. Pupil Services

The following areas of concern would effect the Pupil Services Department should the Utica Community School District move in the direction of year-round schools:

1) Increase from one fourth Friday to several Fourth Fridays, depending on which type of year-round school concept was acceptable.
2) Total reorganization of school boundaries.
3) Secondary student scheduling would enable the district to have many more non-sequential class offerings.
4) The district would have to coordinate the school schedule of the total family.
5) There would be more job opportunities for students. These would increase present job placement activity.
6) Counselors would be placing students in college year round.
7) Attendance officers would find it difficult to identify students on vacation as opposed to those students who should be in school.
8) The various health services would probably have to be scheduled twice a year, rather than once, such as fluoride topping, tuberculin skin test, etc.
9) As the district would place many new students in our schools during the school year, the proper placement of the family would take much more planning than it currently does.
10) The total reporting effort of child accounting would increase by three, rather than the one opening and the one closing that the district now utilizes.
11) The total testing program would have to be rescheduled to more than once a year for all tests with the results that traditional norms may not now be reliable.

In summary, it would appear that many clerical tasks that the Pupil Services Department handles would be increased to a great extent. This would require an increase in personnel beyond the usual increase thought of when considering extending the year-round school.

j. Athletics

It is hoped and anticipated that the present athletic program as it now remains with the Utica Community School District will remain as vigorous at the junior high and senior high school level under a staggered four-quarter plan as it has been under a regular two-semester approach.

1) Review of the Present Athletic Program

In reviewing the present athletic program, the following activities are currently offered:

Football - Grades seven to twelve
Basketball - Grades seven to twelve
Baseball - Grades seven to twelve
Track - Grades seven to twelve
Cross-country - Grades ten to twelve
Swimming - Grades ten to twelve
Wrestling - Grades ten to twelve
Golf - Grades ten to twelve

The Community School program which now operates at both secondary schools and intermural activities will most likely continue under the year-round school concept as they are presently organized with the possibility of making some seasonable adjustments involving certain sports and adding or extending new sports activities through the summer quarter.

Regardless or not if the Utica Community School District goes to a mandated staggered four-quarter year-round school plan, the four-quarter optional approach or the five-term optional year-round school plan, present varsity athletics would continue to exist at their present level.

It would be expected that the Michigan High School Athletic Association would make adequate provisions to enable a school district, such as the Utica Community Schools, to operate a year-round school program and have adequate athletic representation in either the mandated or optional year-round school concept. It would be the intention of the Board of Education of the Utica Community School District to permit any pupil the choice to be able to compete in the sport of his choice regardless of which type of year-round school program it would adopt.

Present eligibility rules imposed by the State Department of High School Athletics would certainly have to be revised to coincide with the new concept of the year-round school program.

2) Implications Involving Athletics on a Year-Round Four-Quarter Concept

The following implications are problem areas which would require additional research to find equitable solutions so that present athletic programs would not be disrupted:

a) Student transfer eligibility rules involving the year-round school concept.

b) Hiring of adequate trained coaches and supervisors on a year-round basis.

c) The development of special summer or other seasonal athletic activities.

d) Problems involving student acceleration and early graduation requirements.

e) How to handle athletic problems revolving around a pilot program.

f) How would the district handle a pupil who would choose the optional summer quarter and if a football player happens to choose not to attend school during the fall quarter?

g) What would be the advantage of the year-round athletic program?

h) How would pre-season conditioning be handled with a rotating four-quarter concept?

i) With possible extended school periods, when would the athletes practice?

j) What would happen if a player would fail a quarter, but was ahead because he previously went an extra optional session?

k) In the mandated concept, what happens if a student is chosen to be out of school in the spring and he happens to be a track or baseball fan?

l) Can a student complete four quarters each year and still compete for his inter-school program?

m) How can Utica compete with other schools when our district is the only one on a year-round schedule?

n) Wouldn't the operation of athletic facilities on a year-round basis cost additional monies?

o) With students out of school during parts of the regular school year, wouldn't the risk of pick-up athletic contests be greater?

p) Could a student who can't quite make the team be red-shirted a year and come back and still compete if he takes a leave of absence?

2. Elementary Grades Kindergarten to Six

a. Review of Present Elementary Program

The present elementary curriculum of the Utica Community Schools is determined largely by individual building and teacher initiative, ingenuity and creativity.

Curriculum Outlines are not offered as a guide in most courses. Art, Physical Education, Vocal Music, Science and Reading, being exceptions, have handbooks available to staff members.

The academic program offers studies in Language Arts, Sciences, Math, Social Studies and in special areas of Art, Physical Education, Vocal Music and Instrumental Music.

The Utica Community Schools have an extremely high percentage of new buildings and, therefore, facilities are of very high caliber. It is through the present construction program that the school system has gained its greatest impetus in curriculum development.

The organization of a facility in the elementary buildings referred to as Research Centers has led to leadership within the state of Michigan in building design.

The Center may well be referred to as an Instructional Media Center, Resource Center or Learning Center. Whatever it may be named is rather incidental. The important thing is its purpose and use.

Basically, the Center is a well-equipped library, with audio-visual equipment in abundance, and designed as an extension of the classroom. One of its main purposes is to teach children the techniques of research. It further places emphasis on learning the tools of researching materials within a library setting so children develop the ability to work independently.

As late as 1957, the elementary schools of Utica lacked audio-visual equipment and libraries with few school funds allocated for either. What few books and films existed were hard-earned gifts from parent groups. These were stored usually in inaccessible storage closets of one type or another.

In 1958 administrators and teachers began the task of updating the curriculum. Because of the knowledge explosion, new and better textbooks were not enough. It was necessary to have a multiple materials approach using a wide variety of books, audio-visual materials, and other sources. The planning committee wanted a program and building design that would take care of the library and the A.V. materials; that would facilitate individualized instruction, large and small groups, experimental opportunities and group construction activities that would provide display places. High priority was put on accessibility. These needs provided the basis for the research centers.

The first centers were built in 1962. The Center is the hub with the open classrooms on its periphery. Architectural features including roof vents, acoustical tile, carpeting, etc., minimize noise production. These extended classrooms make for easy inter-change of students, machines and materials. The main area contains approximately 2600 sqaure feet which includes an art and science area. The library area is carpeted, with the office of the research center and the production area adjacent to this. Ramps off the library area provide for easy mobility of machines and equipment. Furniture is adjustable and mobile so it can be arranged in many different activity areas. Lights are banked for diversity of lighting control.

Later plans include elevated carpeted stair-steps for story-telling and small drama productions; study carrels; teacher planning rooms for team use; additional centrum areas for early elementary use; and more flexible classrooms with folding wall partitions.

In December, 1967 the citizens gave overwhelming support to the center concept, voting for the upgrading of all existing facilities by the additions of equal centers to these older schools.

The concept has been so successful that this approach has been incorporated in all of the new secondary plans in the district.

b. Strengths of Our Present Elementary Program

1) Utica possesses a large number of young creative elementary teachers.

2) Special areas of curriculum, such as Art, Physical Education, Vocal Music, Science and Reading have been instituted in our present elementary curriculum. It is hoped that these areas can be expanded during the next few years.

3) The present academic program offers regular studies in Language, Arts, Science, Math and Social Studies.

4) Utica has a high percentage of new buildings which blend well with new educational concepts in this community.

5) Utica leads the State of Michigan with its elementary research center design for multi-purpose learning media approaches.

6) This Instructional Media Center approach has proven itself so successful that Utica secondary schools within the Utica area have adopted it.

7) Children in Utica learn research technique early in their school careers in Utica through the elementary research centers.

8) Utica elementary children utilize the multiple materials approach to broaden their individual backgrounds.

9) Other new building concepts include facilities to include audio-visual materials, open spaces, large and small group teaching stations and group activity areas.

10) Extensive utilization of carpeting, special Art and Science areas, ramps to transport equipment and mobile, adjustable furniture along with diversity and light control are other major strong points in present elementary school structures in Utica, Michigan.

11) New pilot programs are encouraged and conducted within elementary buildings in the Utica district.

12) New ungraded primary concepts are currently under study.

13) The materials and equipment at the elementary level appear to be adequate at the present time.

14) The district is utilizing several elementary counselors from title funds.

c. Weakness of the Present Program

1) Not all teachers have broad **enough** backgrounds to handle all subject areas well for their students.

2) Regular classes do not always provide the optional experience which could lead to an expanded individually structured program.

3) Many local school people see a real need to expand the present elementary counseling program.

4) It has been suggested that a thorough re-evaluation of curricular content in Utica's elementary schools be undertaken.

5) The long summer layoff, which according to many national educational leaders leads to actual regression, inefficiency and waste of time, monies and facilities, needs to be researched

in greater detail.

6) The typical elementary Research Center, serving as a community school library, has to be re-examined as to its usage on a year-round basis.

d. Elementary Curriculum Implications - Year-Round School Concept

1) If a student is only required to attend three of four quarters, how will this change his curriculum experiences?

2) Would a transfer student be requested to enroll at the beginning of the next quarter rather than enter school immediately?

3) Would a student be allowed to accelerate and attend school all four quarters? If so, how will a system provide a regular quarter program and provide for the accelerated program also?

4) Could our enrichment program, now offered more extensively during the summer months, be expanded so it would be offered continously to students during this fourth quarter?

5) It may be possible to solve the problem of immature students beginning school before they are ready for the experience. They would simply begin the next quarter. Would this cause a problem, however, of scheduling the entire family the same three quarters?

6) Extra curriculum activities and enrichment programs may become more beneficial to students.

7) Would a student be allowed to attend a fourth quarter to make up lost credits or achievement?

8) Is a twelve to thirteen-week quarter long enough to organize units of work that would be beneficial to children?

9) Would three quarters, amounting from 36 to 39 weeks, really allow for change in curriculum content?

10) It would appear that the non-graded schools continuous program concept would be enhanced by the adoptions of the twelve-month school plan.

11) Curriculum content, change or experiences would be more influenced if students were required to attend all four quarters.

12) If students were required to attend all four quarters, each quarter could emphasize certain academic areas. Science-Math one quarter, Language Arts Skills one quarter, Cultured Arts one quarter, etc.

13) Cultural Arts (Instrumental Music, Vocal Music, Art Education) could be offered to students during their fourth quarter. The other three quarters could be devoted to more concentration on the academics.

14) If the cultural arts programs were offered during a student's fourth quarter, more time would be available to the academics.

15) Would it be more feasible for a school system to continue scheduling all students during the same three quarters and to create area summer enrichment and remedial centers that would be optional for students to attend?

16) If teachers were required to teach all four quarters, this would necessitate reorganization of the classroom every twelve to thirteen weeks.

17) Would the four-quarter plan force other ways of organizing elementary schools for instruction?

18) Report card periods would be varied within each classroom if each teacher taught all four quarters.

19) If families were given a common starting quarter, could a proper balance of pupils in each local school and in each class be maintained? If overcrowding resulted in one or more schools, might pupils be assigned to another attendance area to maintain a balance?

20) If children, and not families, are the basic unit for assignment to one quarter or another, how will families with several children arrange common vacation schedules in those instances where a three to six-week trip is planned?

21) In-service activities for teachers which take place during the school day would not appear to be affected by the four-quarter plan.

e. Directions

A more realistic plan that could be utilized within the Utica Community School District is one which would strengthen the present summer enrichment program.

The Utica district could adopt the four quarter scheduling procedure, however, it would require all students to attend the same three quarters with the fourth optional.

The three required quarters would pretty much maintain the present curriculum. The fourth quarter would present a more in depth program in remedial and enrichment courses.

The present summer program offers various remedial, recreational and enrichment courses at all elementary schools that obtain adequate enrollment. This is where the present system fails. Should a given elementary school offer an enrichment course and it fails to obtain enough students to hold the class, those students who did express interest are denied, unless they are transported by their parents to another location.

The Utica Community Schools should expand the present summer community school concept by utilizing four elementary schools strategically located throughout the district as regional summer centers.

Bus transportation is recommended as runs can be made from elementary schools not involved as regional centers to those pilot buildings in operation.

At the regional centers, course offerings, a combination of remedial, recreational and enrichment would be offered to the students of the district. It would be necessary to establish pre-registration dates to determine student and community interest in the offerings. This would also establish what staff members would be required for the optional summer quarter.

Once the pre-registration has been conducted, the administration could determine how many elementary summer cchool centers would be needed, inasmuch as the demand may exceed the four centers already established.

These centers would be staffed by a full complement of teachers and building administrators. This would be an excellent training center for future administrators as interns could be assigned, along with student teachers, during the optional summer school session.

3. Community School Program

The goals and objectives for the year-round schools, is a continuation in formalization of our Community School philosophy. This philosophy is built on the premise that schools are for people, education is not limited to the major hours between 8:30 and 3:30 or the months of September through June; but that children continue to learn and develop throughout the day and throughout the year. The year-round schools will promote and formalize this philosophy.

The year-round schools will not conflict with any of the Community Education programs with one possible exception -- that of the summer recreation program (please refer to this part of the attached report for specifics.)

The year-round school will strengthen the Community School concept as practiced by the Utica Community Schools by:

-- Emphasizing the fact that children continue to grow and develop throughout the year.

-- Developing an enriched curriculum.

-- Utilizing school facilities to the fullest.

-- Utilizing total human resources.

a. Adult Education Enrichment

To bring the year-round school segment of the program into our Adult Education Enrichment program would be coterminous with the instructional schedule. The district would be able to enroll adults in classes at the same time their children are enrolled, and would terminate at the same time the instructional program terminates.

b. After School Enrichment Program

The year-round school concept should not in any way detract from the Elementary After-School Enrichment program. In fact, the After-School program could be expanded to offer more for our children. The rationale for the above statement is based on the fact that four eight to ten-week enrichment classes could be offered to coincide with the four-quarter system.

Presently, most schools offer enrichment classes twice a year, and some only one. With approximately 75 percent of the students in attendance during any one quarter, there would be a sufficient number in order to offer a wide variety of classes.

Stated once again, the year-round school concept could enhance the Elementary After-School Enrichment program.

c. Elementary Summer Recreation

The implications of the year-round school concept, as it would affect the Elementary Summer Recreation program, are discussed herein.

This phase of the report is predicated upon the Elementary being placed on the year-round school organization. If, however, it is decided that the Elementary is not to be placed in this type of school organization, than all that follows in this report would not apply at this time.

The disadvantages of the year-round school organization as related to the Summer Recreation are numerous. The advantages are obvious only by their omission. Omission, not by intent, but rather because none are apparent.

Disadvantages:

1) Facilities which are normally used for the Summer Recreation program would not be available because the playgrounds, multi-use rooms, and classrooms are in use.

2) The Parks and Recreation program is dependent upon the use of the schools and grounds. Since these facilities would be in almost constant use, the Parks and Recreation Department would have to acquire sites and build costly facilities in order to continue their programs.

3) Community agencies which "gear up" for the summer programs and services would have to maintain their programs year-round, thus adding to their costs.

4) The ability to find Recreation supervisional personnel under the year-round school plan would be exceedingly difficult.

5) Weather conditions in this state could curtail a recreational program for students on vacations other than during the regular summer period.

6) The extensive offerings we now have during the summer would have to be curtailed, even if facilities and personnel were possible, because only 25 percent of the total student body would be available for such offerings. The program would be limited in scope.

7) Certain public facilities could be found and utilized for recreational programs. However, the cost to operate such a program would increase greatly due primarily to transportation costs.

It is apparent that the year-round school concept could end the Summer Recreation program as it now exists in the district. However, certain other plans could be considered in lieu of, or in addition to, the Summer Recreation program, such as:

a) The Year-Round Camping Program. The opportunity for each child of our district to have the school camping experience during their vacation. With the rotation of vacations, a student would experience a four season possibilities educationally, as well as recreationally.

b) An Activities program which could involve students on vacations. Peer group activities, such as skating, skiing, fishing, swimming, bowling, day camping, tracking, field trips, baseball, football, hockey and so forth. This program would be limited by numbers and transportation, however, it could be part of an overall program.

c) A more extensive after-school program offering recreation and enrichment classes for the students on vacation. This aspect of the program would again be a part of the total Recreation program.

If the four-quarter system goes into operation, the Community Education office will be sufficiently resourceful to implement new, exciting programs for our students.

d. High School Completion

  1) We could very easily coincide our schedule with that of the regular secondary school.

  2) Because the regular secondary school would be in session, our adult programs could benefit from special programs or events being offered to the regular day school students.

  3) We might encounter some attendance problems during the summer because of adult vacation plans.

e. Out-of-School Youth

  1) The fourth term could be used as a catch-up term for those who have failed a previous quarter.

  2) Students that have failed courses could make them up more rapidly.

  3) Because of the flexible schedule, students desiring employment could get employment more easily. The intense competition for summer jobs wouldn't exist.

  4) Because students attend school in the summer, juvenile delinquence might decline.

  5) Research suggests that less students drop out under this program.

  6) Truancy might increase because of vacationing students influence on students that are in school.

f. Senior Citizens

  1) More cultural activities would be offered by a school district that the senior citizens could attend.

  2) In the summer, bus trips could not be scheduled during the week as they have been in the past.

The Community School program is the extended school year -- the modified year-round school concept. The Utica Community Schools is presently utilizing its facilities, the leadership and community resources to enable local residents to actively participate in programs which now exist through the Community Education office.

Regardless of the fact if the formal "teaching-learning situation" exists on a year-round basis, an optional four-quarter or five-term concept, the Community Education office stands available to meet the needs of the residents within the Utica Community School District.

C. A Review of Internal Personnel Problems and Methods for Solving

In reviewing the following personnel problems, one must realize that they could be interpreted as advantages or strengths, or disadvantages and weaknesses, depending upon whether or not you are in favor of or against the year-round school concept. It is hoped that the ensuing methods for solving the following implications can give the casual reader greater insight as to the feasibility of year-round school operation, particularly in the areas of personnel, selectively applied to both certified and classified employees.

According to the charges chosen by the Citizens Advisory Committee regarding the proposed four-quarter plan of school operation for the Utica Community School District, many implications involving internal personnel problems potentially exist. It is the intent and purpose of this phase of the feasibility study to identify such potential problems and suggest possible suitable methods for resolving such problems, perhaps during a subsequent phase of the year-round school study.

It goes without saying that the majority of all personnel problems today in Michigan find solutions or methods in theory through professional negotiations or collective bargaining. This is true both with the instructional as well as the operational employees of the school district, and stems from Public Act 379, which was passed in the State of Michigan in 1965. Public Act 379 refers to the Michigan Public Employment Relations Act which accords to public employees many of the rights that other employee groups in private industry have had since 1935.

As a brief reminder, this includes the right to organize and to engage in collective negotiations with respect to wages, hours and conditions of employment with their employer. According to the true letter of the law, practicaly all working agreements have to be resolved over the bargaining table. Subsequently, with the advent of collective bargaining, a contract period would have to be established with regards to implications involving the extended school year or any change in the school calendar which would result in a change in the number of days to work, the work load, vacation schedules, projected salaries, staff placement, transfer of personnel from building to building, a change in the present teacher recruitment programs, changes in sick leave, vacation leave and in teacher retirement programs would all require a great deal of scrutiny by not only the local school district, but by the State of Michigan as well.

In addition to the above listed personnel areas, which would require a great deal of additional study, local school districts must resolve such additional problems in personnel, such as vacation schedules, teacher workshops, seminars, institutes, conferences, and perhaps a thorough re-examination of present sabbatical leave concepts. One major problem to take into consideration is the fact that the Utica Community School District may be out of phase with other surrounding school districts not directly involved with year-round school programs. However, the feasibility of a potentially total reinnovated curriculum would carry with it the potential advantage of a vast step forward in the direction of a more effective and comprehensive quality educational program within the Utica Community School District.

Contrary to public opinion, there are many advantages in operating a personnel division, particularly in teacher recruitment areas, on a year-round basis. It would certainly enable the Utica Community School District a better opportunity to screen the many fine candidates that are now seeking employment with the district at various times during the year.

The following personnel implications are listed here to show the types of problems which must be resolved should the Utica Community Schools move toward year-round schools.

In Michigan, with collective bargaining, school employees may bargain with their employers as to working conditions. Present master agreements (contracts) would be subject to the closest scrutiny with new concepts including changes in working conditions, which would have to be resolved over the bargaining table.

Present educational research can help, but will not totally resolve many of the following areas here in Utica, but through continuous study, additional answers could be found. The following implications found in this feasibility study are areas to which the district does not now have an answer, however, additional research may help resolve these questionable points:

1. With schools on a four-quarter plan, administrators could give teachers a choice of teaching three quarters (the nine-month period now so common) or four quarters. Four beneficial effects would result from employing teachers for four quarters:
    a. Would increase the annual salary at a rate to be determined at the collective bargaining table through normal collective bargaining procedure.
    b. Teachers would not need to supplement their salaries by taking pick-up jobs during the summer.
    c. Fewer teachers would need to be employed, thus the district could screen available candidates more closely.
    d. Flexibility in the teacher contract -- permitting teaching loads of one, two, three or four quarters as found in any of the quarter system's plans -- can better meet the employment of many teachers, than does the present inflexible nine and one-half month contract.
2. Teachers may be employed on a year-round basis.
3. The Utica Community School System would be making better utilization of its trained professional personnel.
4. Virtually all year-round plans make it possible but not mandatory for ambitious, highly involved, motivated teachers, especially heads of households, to be employed twelve months a year at a commensurately higher salary.

5. Teachers status is raised. Teachers receive more pay if they work all four quarters, and need not seek summer employment outside the school system.
6. Most suggested year-round schedules result in lower teachers retirement plan costs with, consequently, diminished demand on taxes to support such plans. Current plans attempt to provide comfortable full-time retirement for persons who annually work only nine months or so. Under a year-round plan, those teachers electing a year-round job would receive full-retirement benefits. Others choosing to work shorter periods would be recipients of lower, but somewhat comparative, retirement benefits, such as presently found within the district.
7. Teacher leaves-of-absences for travel, study or other purposes could be more conveniently arranged, based on a quarter or term concept.
8. Year-round employment for teachers who so desire could be guaranteed. Summer study or travel would still be possible because year-round employment would be optional.
9. Teacher tenure and similar issues remain in question with year-round school, especially in areas of refusal to teach quarters as assigned.
10. Contract or master agreement implications. (Already it is suggested that with a year-round school operation, collective bargainors should go back with portions of the contract to point zero and establish an entire agreement with the necessary changes.
11. Establish a new salary schedule, one which would be equalible and feasible to handle the many new variables which would likely arise out of year-round schools.
12. Utilization of special trained teacher aides. How do we best place and use educational specialists and paraprofessionals on a year-round basis?
13. Professional growth salary schedules are another issue to resolve with the year-round school.
14. How would the district resolve longevity issues?
15. Assignment-transfer policy for each quarter. Will teachers be changed from building to building after each quarter to meet needs?
16. Question of who teaches where, what and why. This remains an unanswered question.
17. Temperature control. How would the district adjust the physical and psychological barriers regarding warm weather without adequate temperature control in the buildings?
18. How to teach when building maintenance is taking place. A problem exists in teaching over noise next door during maintenance.

19. Clerical and office problems. Will the district have to add additional personnel to handle the extra work load?

20. Guidance personnel. Who will be available during vacation periods if regular guidance people work year-round?

21. Professional acceptance. How can the district get sufficient support to conduct a pilot program for year-round schools?

22. Teachers have an opportunity to advance professionally without a heavy financial burden, and to participate in curriculum planning and other policy aspects of the local school system. This is a general agreement used as an advantage for year-round schools, especially the twelve-month teacher contract.

23. Teacher institute workshop days could be held between terms, thus eliminating interruptions except for holidays. Mini-seminars could be established on weekends and during the down period of time.

24. Time for workshop and committee meetings is available, which in turn would provide opportunities for greater teacher in-service professional growth. This depends a lot on the type of local design but national leaders feel it can be resolved.

25. Teachers can do things, such as prepare teaching materials and revise curriculum, that time limits or that is prohibitive during the regular year. This also takes into consideration the twelve-month contract.

26. The total staff would appear to have a chance to develop a better perspective of the total school program because of the opportunities they have to work toward the mutual solution of problems. The challenge of the year-round school will mean that additional time, money and professional effort will be needed to resolve personnel problems which come from year-round schools.

27. With an optional year-round school program, it is argued that more children can be exposed in special areas to superior and talented teachers.

28. Offering year-round employment with full year teaching loads reduces the number of new teachers who must be trained each year, mostly at public expense.

29. In maintaining an adequate staff for each quarter, some itinerant teachers would be required -- teachers who teach the one quarter in one school, then move on to another one, etc.

30. The biggest part of the school budget is devoted to people expenses; the all-year plan would not reduce the total annual cost of the services of personnel. However, the per pupil expenditures will not rise, and it is believed that with the move toward year-round schools,

better efficiency will reduce expenses over a longer period of time.

31. Number of class preps may vary because of the year-round approach, however, this problem could be resolved.

32. Year-round school plans generally increase the burden on the administrative and supervision function. Additional staff would be needed to handle quarterly enrollment, scheduling, graduation cermonies and to provide for staff leaders vacations who would be working all year.

33. If twelve-month teachers have vacations while school is in session, substitutes would be necessary, hence, their pupils would have a change of teachers during this vacation period.

34. If teachers were permitted to teach during only three quarters of the year, administrators would find it difficult to determine which teachers should vacation during the winter quarter, which one during the spring quarter, etc.

35. A minimum school enrollment must be maintained so that each class size has a teacher, and so that class sizes may be fairly uniform. This may be difficult; combination classes and fluctuating class sizes may result.

36. Teachers opposition to the year-round school concept, such as the thought of working all four quarters without a break except for special arranged vacation periods.

37. Some educators feel that a twelve-week period is too short a time in which to organize the body of subject matter in a learning area into a comprehensive unit. Other educators would prefer an eight, nine or ten-week unit approach.

38. Difficult to divide school population and teachers into four equal attendance periods.

39. Teachers might not have sufficient time to add to their present knowledge and current teaching methods due to the effect that they may not have the time or energy to attend extra classes during the school year if they were teaching year-round. In many states, teachers are required by law to get further periods of training beyond their qualifying Bachelor's Degree and original teaching certificate.

40. Most year-round plans offer far better vacation employment opportunities for students than exist under today's nine-month calendar, which floods the youth employment market in June, July and August. This would enable the Utica School District to expand teacher training programs in the area of teacher aides, especially if students would be available all year round.

41. To undertake a three out of four quarter rotation system would work a hardship on many teachers.

42. Summer study and travel for teachers would be eliminated. (The countering argument is that teachers may be given more sabbatical leaves on staggered schedules.

43. Teachers would not be available to conduct the equivalent of extended summer session for pupils on vacation.

44. The problem of the working mothers (especially if mother is a full-time teacher) and care of the children at different times of the year would require additional study.

45. Opponents of the all-year plan would say that teachers would suffer nervous exhaustion since the day-after-day responsibility of teaching large classes is extremely fatiguing. Teachers' mental and physical health may not withstand the pressure of year-round employment, however, this has not been researched.

46. Rotated quarter classes can be very confusing to pupils and teachers, however, only a pilot program could confirm this argument.

47. Efficiency of study and teaching declines after twelve weeks of intensive, sustained application; behavior problems increase. Again this has not been completely researched.

48. Courses of study, record forms, etc., would need to be changed for the four-quarter plan. This would require considerable work in the original adjustment.

49. Record days can become a major personnel problem, especially at the building level dealing with the students, teachers and schedules.

50. Pupils have to adjust to other pupils, teachers' schedules, etc., more often.

51. Effect on teachers during the middle of the quarter student transfers.

52. New length of the school hour, which could be a result of the year-round school.

53. New length of the school day, which could also come about as a result of year-round school.

54. New blocks of structured and non- or unstructured time.

55. Pupils interested in athletics, dramatic and music activities, journalism, student government, etc., would find their participation disturbed by rotation requirements. For example, all major sports are played in certain seasons. Would those interested in playing football be permitted to go to the fall quarter irrespective of what it did to the rest of the program? Would those interested in turning out for basketball get the winter

quarter? To succeed, the plan would have to maintain an even balance of pupils, not in just sheer numbers at a given time, but also in terms of courses offered.

As the Utica Community School District seeks to resolve the above personnel implications, one can see major differences between mandated and optional approaches to resolving specific problems. Should a district require its students to attend school on a staggered rotated basis, the problem would obviously be greater than on an optional free choice approach which, in the long run, will move Utica into an eventual year-round school operation without creating unsurmountable personnel problems, perhaps too numerous to resolve.

D. An Extensive Study of Financial Implications of the Extended School Year and Recommendations Concerning Financial Feasibility, Including an Extensive Study of the Extra-Instruction Educational Costs in the Area of Plant Operation, Maintenance, Transportation and Cafeteria Services

1. Analysis of General Operating Fund

The budget analysis presented on the following pages lists in line item detail some of the projected changes that occur when the four-quarter system is utilized. The procedure followed was to take the present 1969-70 budget and estimate the adjustments that would be necessary if a four-quarter plan were in effect for the 1969-70 school year.

The Elementary, Secondary and Special Education areas of the year-round school budget have more than one column. This results from the fact that teachers are currently on a work year of 187 days. A comparable work year on the four-quarter plan is 180 days. Therefore, the settlement of salary is a negotiable item. The columns represent a range for salary expenditure dependent upon settlement.

The salary allocations in Column I were based on the premise that teachers choosing to teach three of four quarters would accept an annual salary based on 180 days. Teachers selecting four of four quarters would receive an annual salary based on 240 days. The daily rate was obtained by dividing the salary allocation by 187, the number of days they are presently working.

The salary allocations in Column II were based on the premise that teachers choosing to teach three of four quarters would accept an annual salary based on 183 days. Teachers selecting four of four quarters would receive an annual salary based on 244 days. Similarly, the daily rate was obtained by dividing the salary allocation by 187.

The other factor affecting the allocation was a five percent increase in elementary staff and a 12 percent increase in secondary staff.

The five perceent increase in elementary staff was determined by taking 75 percent of the present enrollment in every grade in every elementary school and determining the number of teachers necessary based on the class load section of the master agreement. The 12 percent increase for secondary schools was obtained by taking one senior high school and determining how many sections would have to be added to sequential courses in order to provide the proper selection each quarter.

The salary allocations in Column III were obtained by finding the cost per day per student. This was done by taking the teacher salary accounts and dividing the allocation by the number of students and then dividing this quotient by the number of student days. There are 177 student days for elementaries and 181 for secondary. The final quotient represents the cost per student per day. Multiplying this by the total number of student days gives the four quarter allocation.

Changes made in items other than teacher salary accounts are explained by the small identification letter after the item. The rationale for the change is contained in the explanation accompanying each accounting series.

BUDGET ANALYSIS BY CLASSIFICATIONS

Elementary Instruction (1100 Series)	1969-70 Allocation based on two-semester plan		1969-70 Allocation based on four-quarter plan		
	Budget	I	II	III	
Elementary Principals	$ 337,000	$ 400,400	$ 400,400	$ 400,400	(a)
Administrative Interns	34,000	73,800	73,800	73,800	(b)
Directors	41,000	41,000	41,000	41,000	(c)
Vocal Music	75,200	96,500	98,100	100,100	(d)
Instrumental Music	25,800	33,100	33,700	34,400	(d)
Reading Consultants	89,800	115,300	117,200	119,600	(d)
Art	58,400	75,000	76,200	77,800	(d)
Physical Education	76,200	97,800	99,400	101,500	(d)
Department Heads	1,200	1,200	1,200	1,200	(c)
Regular Teachers	3,910,000	3,952,000	4,017,600	3,990,000	(e)
Research Center	239,500	307,300	312,500	319,300	(d)
Substitute Teachers	115,000	120,800	120,800	120,800	(f)
Substitues - In-Service	5,000	5,000	5,000	5,000	(g)
Librarians	14,600	18,700	19,100	19,400	(d)
Total Instruction	$5,022,700	$5,337,900	$5,416,000	$5,404,300	
Secretarial	130,000	278,100 (h)			
Clerical - Subs & Overtime	4,000	8,000 (f)			
Clerical - Testing	10,000	10,000 (c)			
Teacher Aid	20,000	20,000 (c)			
Lunchroom Supervisors	38,000	50,700 (i)			
Textbooks - Regular	50,000	40,000 (j)			
Supplies - Teaching	69,000	69,000 (c)			
Supplies - Testing	2,400	2,400 (c)			
Supplies - Special	4,400	4,400 (c)			
Library Books & Supplies	30,000	30,000 (c)			
Periodicals & Newspapers	1,100	1,100 (c)			
Audio Visual Materials	14,000	14,000 (c)			
Office Supplies	12,500	12,500 (c)			
Other Supplies	2,000	2,000 (c)			
Local Mileage	2,400	2,400 (c)			
In-Service Education	7,000	7,000 (g)			
Miscellaneous	1,500	1,500 (c)			
Total Other Service	398,300	553,100	553,100	553,100	
TOTAL ELEMENTARY INSTRUCTION	$5,421,000	$5,891,000	$5,969,100	$5,957,400	

Elementary - 1100 Series

Comments:

a. Twenty-two principals, at their current weekly salary multiplied by 52, equals $400,400.

b. Twenty-two principals, averaging four weeks' vacation per person, results in a total of 88 weeks that must be covered administratively. Two additional administrative interns will be required for this task, making a total of five interns. Five interns for 52 weeks at their average weekly salary results in an allocation of $73,800.

c. No significant change due to four-quarter plan.

d. The three columns represent settlements based on 240, 244 and 249 days respectively. This was necessary since a school with 75 percent of its enrollment requires the full complement of personnel in these classifications.

e. Detailed explanation precedes budget analysis.

f. Increase proportional to increase in staff.

g. This account was not increased because the proposed increases represents conversion costs that will return to normal in two or three years. The conversion costs are detailed at end of the budget in a special section.

h. There is an average of 21 teachers per elementary currently spending four days per school year on clerical-type duties. Therefore, this means one additional secretary per building which results in an increase of 21 counting the Auburnshire-Burr complex as a single unit. The net results will be 46½ secretaries at their average weekly salary for 52 weeks for a total allocation of $278,100.

i. A 33 1/3 percent increase corresponds to longer work year.

j. Reduced to correspond to reduced enrollment each quarter.

Secondary Instruction (1200 Series)	1969-70 Allocation based on two-semester plan	1969-70 Allocation based on four-quarter plan			
	Budget	I	II	III	
Secondary Principals	$ 216,000	$ 250,800	$ 250,800	$ 250,800	(a)
Administrative Interns	21,000	41,000	41,000	41,000	(b)
Directors	68,400	68,400	68,400	68,400	(c)
Vocal Music	61,400	66,200	67,300	61,000	(d)
Instrumental Music	69,300	74,700	75,900	69,000	(d)
Reading	22,700	24,500	24,900	22,600	(d)
Department Heads	13,800	13,800	13,800	13,800	(c)
Regular Teachers	3,075,000	3,315,200	3,370,000	3,052,000	(d)
Driver Education	44,000	44,000	44,000	43,700	(c)
Substitute Teachers - Regular	76,000	85,100	85,100	85,100	(e)
Substitute Teachers - In-Service	4,000	4,000	4,000	4,000	(f)
Librarians	86,300	110,800	112,600	114,900	(g)
Counselors	265,700	322,000	322,000	322,000	(h)
Total Instructional	$4,023,600	$4,420,500	$4,479,800	$4,148,300	
Secretarial	145,000	206,000 (i)			
Secretarial Subs & Overtime	7,500	21,000 (j)			
Co-Op Secretarial Students	13,000	17,300 (k)			
Other Salaries	2,000	2,700 (k)			
Teacher Aides	3,000	4,000 (k)			
Textbooks - Regular	28,000	22,400 (l)			
Supplies - Teaching	51,500	51,500 (c)			
Supplies - Instrumental Music	2,000	2,000 (c)			
Supplies - Vocal Music	2,000	2,000 (c)			
Supplies - Counseling	2,500	2,500 (c)			
Library Books & Supplies	22,500	22,500 (c)			
Reference Material - Guidance	600	600 (c)			
Periodicals & Newspapers	1,600	1,600 (c)			
Audio Visual Materials	11,800	11,800 (c)			
Office Supplies	15,300	15,300 (c)			
Other Supplies	3,000	3,000 (c)			
Local Mileage	2,500	3,000 (m)			
In-Service Education	7,000	7,000 (f)			
Rental of Equipment	1,500	1,500 (c)			
Miscellaneous	1,800	2,400 (g)			
Graduation Expense	3,000	3,000 (c)			
Driver Training Supplies	800	800 (c)			
Car Operation, Maintenance, Repair	3,500	3,500 (c)			
Insurance	2,000	2,000 (c)			
Total Other Services	333,400	409,400	409,400	409,400	
TOTAL SECONDARY INSTRUCTION	$4,357,000	$4,829,900	$4,889,200	$4,557,700	

Secondary - 1200 Series

Comments:

a. Thirteen principals, multiplied by their weekly salary times 52, equals $250,800.

b. Thirteen principals, averaging four weeks' vacation, results in 52 weeks that must be covered administratively. This means an increase of one administrative intern for a total of three. Three interns working for 52 weeks at their current weekly salary equals $41,400.

c. No significant change due to four-quarter plan.

d. Detailed explanation precedes budget analysis.

e. Increase proportional to increase in staff.

f. The account was not increased because the proposed increase represents conversion costs that will return to normal in two or three years.

g. Librarians' work year will be extended to 52 weeks. Therefore, it is necessary to compute their salary for 240, 244 and 249 days respectively.

h. A 21 percent increase in order to keep three counselors at the junior high schools.

i. There are 311 secondary teachers currently spending four days per school year on clerical-type duties. In addition, there is also vacation time for clerical employees. The net result is an increase of six employees which means one additional secretary per secondary school. Total number of clerical in secondary instruction will be 34.5 for 52 weeks at their average weekly salary resulting in an allocation of $206,000.

j. One hundred eighteen weeks additional sick time and vacations that must be covered by substitues.

k. A 33 1/3 percent increase to correspond to longer work year.

l. Reduced to correspond to reduced enrollment each quarter.

m. A 20 percent increase due to increased mileage for employees increasing their work year to 52 weeks.

1969-70 Allocation based on four-quarter plan

Special Education (1300 Series)	1969-70 Allocation based on two-semester plan		1969-70 Allocation based on four-quarter plan		
	Budget	I	II	III	
Director's Salary	$ 29,400	$ 34,700	$ 34,700	$ 34,700	(a)
Instructors	471,200	480,800	488,800	475,300	(b)
Substitues - Regular	4,000	4,200	4,200	4,200	(c)
Substitues - In-Service	200	200	200	200	(d)
Total Instruction	$504,800	$519,900	$527,900	$514,400	
Clerical	14,700	17,600	17,600	17,600	(e)
Other Salaries	6,500	8,700	8,700	8,700	(f)
Textbooks	1,100	1,000	1,000	1,000	(g)
Teaching Supplies	8,000	8,000	8,000	8,000	(h)
Office Supplies	800	900	900	900	(c)
Mileage	4,000	5,300	5,300	5,300	(f)
In-Service	1,000	1,000	1,000	1,000	(d)
Student Occup. & Soc. Prog.	6,800	9,100	9,100	9,100	(f)
Miscellaneous	300	400	400	400	(f)
Total Other Services	$ 43,200	$ 52,000	$ 52,000	$ 52,000	
TOTAL SPECIAL EDUCATION	$548,000	$571,900	$579,900	$566,400	

Comments:

a. Directors and supervisors at average weekly salaries for 52 weeks = $34,700.

b. A detailed explanation precedes budget analysis.

c. Increase proportional to increase in staff.

d. This account was not increased because the proposed increase represents conversion costs that will return to normal in two or three years. The conversion costs are detailed at the end of the budget in a special section.

e. 2.5 secretaries for 52 weeks at their average weekly salary.

f. A 33 1/3 percent increase due to increased school year.

g. Ten percent reduction due to increased school year.

h. No significant change due to four-quarter plan.

Adult Education (1500 Series)	1969-70 Allocation based on two-semester plan	1969-70 Allocation based on four-quarter plan
	Budget	
Supervisor's Salary	$ 8,000	$10,700 (a)
Instructor's Salary	18,500	24,700 (a)
Total Instruction	26,500	35,400
Clerical	1,000	1,300 (a)
Teaching Supplies	600	800 (a)
Office Supplies	200	300 (a)
Travel	100	100 (b)
Printing & Publishing	500	500 (b)
Miscellaneous	100	100 (b)
Total Other Strvices	2,500	3,100
TOTAL ADULT EDUCATION	$29,000	$38,500
Unclassified Instruction (1900 Series)		
Sabbatical Leaves	18,500	18,500 (b)
Instructional Research	5,500	5,500 (c)
Teaching Supplies	500	500 (b)
Professional Library	1,000	1,000 (b)
Office Supplies	500	500 (b)
Curriculum Guides	2,000	2,000 (c)
TOTAL UNCLASSIFIED INSTRUCTION	$28,000	$28,000

Comments:

a. A 33 1/3 percent increase corresponds to longer work year.

b. No significant change due to four-quarter plan.

c. This account was not increased since the proposed increase represents conversion costs that will return to the present allocation in two or three years. The conversion costs are detailed in a special section at the end of the budget.

Administration (2100 Series)	1969-70 Allocation based on two-semester plan Budget	1969-70 Allocation based on four-quarter plan
Board of Education Salaries	$ 2,000	$ 2,000 (a)
Superintendent & Assistant	46,900	46,900 (a)
Business Administration	71,000	71,000 (a)
Personnel Administration	37,600	37,600 (a)
Clerical	130,000	151,900 (b)
Clerical Subs & Overtime	10,000	15,000 (c)
School Elections	11,000	5,500 (d)
Legal Fees	10,000	10,000 (a)
Public Relations	16,400	16,400 (a)
School Census	4,500	9,000 (e)
Personnel Negotiations	5,000	5,000 (a)
Audit	16,000	16,000 (a)
Office Supplies	17,000	17,000 (a)
Travel & In-Service, Bd. of Ed.	4,500	4,500 (f)
Travel & In-Service, Supt.	4,500	4,500 (f)
Travel & In-Service, Business Adm.	2,000	2,000 (f)
Travel & In-Service, Personnel	600	600 (f)
Teacher Recruitment	4,000	4,000 (a)
Printing & Publishing	12,000	16,000 (f)
Miscellaneous - General	4,500	4,500 (a)
Miscellaneous - Bd. of Ed.	500	500 (a)
TOTAL ADMINISTRATION	$410,000	$439,900

Comments:

a. No significant change due to four-quarter plan employees.

b. Year-round school will mean an increase of three secretaries, one for personnel, and payroll, additional workload of hiring staff every three months, one for pupil services for additional scheduling for every quarter. Therefore, 23 secretaries @ 52 weeks per year at average weekly salary.

c. Fifty percent increase due to additional help needed at end of quarters.

d. This account was decreased since only one election would be necessary.

e. An increase of 100 percent in order to expedite a system of keeping census current every quarter.

f. This account was not increased since the proposed increase represents conversion costs that will return to the present allocation in two or three years. The conversion costs are detailed in a special section at the end of the budget.

Attendance (220 Series)	1969-70 Allocation based on two-semester plan Budget	1969-70 Allocation based on four-quarter plan
Attendance Salaries	$13,000	$17,300 (a)
Clerical	3,000	3,000 (b)
Data Phones	4,000	5,000 (c)
Mileage	1,200	1,600 (a)
Miscellaneous	800	1,000 (c)
TOTAL ATTENDANCE	$22,000	$27,900

Health Service (2300 Series)		
Nurse's Salaries	$27,500	$36,700 (a)
Contracted Health Service	4,200	4,200 (b)
First Aid Supplies	800	800 (b)
Mileage & In-Service	1,400	1,900 (a)
Miscellaneous	100	100 (b)
TOTAL HEALTH SERVICE	$34,000	$43,700

Comments:

a. An increase of 33 1/3 percent corresponds to increased work year.

b. No significant change due to four-quarter system.

c. A 25 percent increase due to two extra months' service.

Transportation (2400 Series)	1969-70 Allocation based on two-semester plan Budget	1969-70 Allocation based on four-quarter plan
Director & Supervisor Salaries	$ 38,000	$ 38,000 (a)
Bus Driver Salaries	488,000	543,000 (b)
Mechanic Salaries	59,600	68,100 (c)
Mechanic Overtime Salaries	4,000	6,000 (d)
Clerical Salaries	7,500	12,000 (e)
Contracted Services	2,600	2,600 (a)
Gas, Oil, Grease & Anti-Freeze	30,000	31,500 (f)
Tire, Tubes, Batteries	6,500	6,800 (f)
Repairs & Parts	17,000	17,900 (f)
Garage Operation	5,000	5,000 (a)
Office Supplies	1,000	1,200 (e)
Bus Driver Education	4,200	3,600 (g)
Lease, Purchase & Repl. Vehicles	45,400	15,000 (h)
Insurance	12,700	13,300 (f)
Replacement of Equipment	1,500	1,500 (a)
Miscellaneous	5,000	4,300 (g)
TOTAL TRANSPORTATION	$728,000	$769,800

Comments:

a. No significant change due to four-quarter plan.

b. Seventy-five percent of students require 75 percent of 102 drivers = 77 drivers + five percent for routes that are determined by distance and not load + five percent required to cover vacations = 87 drivers at average weekly salary for 52 weeks results in an allocation of $503,000. Field trips and athletic buses require an additional allocation of $40,000.

c. An extra mechanic necessary for project work normally done during the summer.

d. Proportional increase due to lack of project work completed in summer.

e. Additional clerical work required for changes in routes made on a quarterly basis.

f. Five percent increase in total miles traveled.

g. Fifteen percent decrease in number of employees and vehicles.

h. Decrease in number of vehicles and employees.

Operation of Plant (2500 Series)	1969-70 Allocation based on two-semester plan Budget	1969-70 Allocation based on four-quarter plan	
Salaries - Supervision	$ 30,000	$ 30,000	(a)
Salaries - Custodial & Matron	860,000	975,000	(b)
Substitutes	20,000	71,800	(c)
Overtime	12,000	13,500	(d)
Salaries - Clerical	5,300	5,300	(a)
Other Salaries	36,000	37,200	(e)
Rubbish Removal	5,000	5,000	(a)
Laundry & Dry Cleaning	18,000	19,600	(b)
Operation of Vehicles	4,300	4,800	(e)
Heat - Electric	95,000	190,000	(f)
Heat - Gas	165,000	330,000	(f)
Heat - Oil	16,000	16,000	(a)
Water & Sewage	22,000	22,000	(a)
Electricity	180,000	216,000	(g)
Gas	5,500	5,500	(a)
Telephone & Telegraph	50,000	60,000	(g)
Custodial Supplies	45,000	60,000	(h)
Miscellaneous	3,900	3,900	(a)
TOTAL OPERATION OF PLANT	$1,573,000	$2,065,600	

Comments:

a. No significant change due to four-quarter plan.

b. Additional manpower required for project work normally done during summer. Approximately 19,000 additional man hours for elementaries, 14,000 additional man hours for secondary schools.

c. Substitutes will be necessary to cover vacations normally taken during summer when replacements were not necessary, also for illness during the summer which wasn't normally covered by substitutes. Average two and one half weeks' vacation per employee.

d. Proportional overtime for increased staff and project work.

e. Increased mileage and time for money collection.

f. A 100 percent increase due to air condioning based on estimated operating cost figures from Plumbing & Heating Contractors Association.

g. A 20 percent increase due to two extra months of operation.

h. A 33 1/2 percent increase due to 60 extra days with students in school.

Maintenance of Plant (2600 Series)	1969-70 Allocation based on two-semester plan Budget	1969-70 Allocation based on four-quarter plan	
Salaries - Supervision	$ 21,000	$ 21,000	(a)
Salaries - Maintenance of Grounds	69,500	73,100	(b)
Salaries - Buildings & Equip.	107,300	150,300	(b)
Salaries - Overtime	10,000	15,000	(c)
Salaries - Clerical	3,200	6,400	(d)
Contracted Services - Grounds	10,000	20,000	(e)
Contracted Services - Bldgs. & Equip.	35,000	70,000	(f)
Contracted Services - Equipment	18,000	21,600	(g)
Contracted Services - Roofing Proj.	50,000	50,000	(a)
Contracted Services - Bldg. Security	14,000	14,000	(a)
Supplies - Grounds	10,000	15,000	(e)
Supplies - Buildings	36,000	36,000	(a)
Supplies - Equipment	23,000	23,000	(a)
Replacement - Inst. Equip.	20,000	17,000	(h)
Replacement - Non-Inst. Equip.	10,000	10,000	(a)
Miscellaneous	2,000	2,400	(g)
TOTAL MAINTENANCE OF PLANT	$439,000	$544,800	

Comments:

a. No significant change due to four-quarter plan.

b. Special skills will not allow employment per-diem employees. Therefore, must hire additional employees to cover during vacations which are not covered in two-semester plan. Average yearly salary 8,600 x 5 = $43,000.

c. Proportional increase due to increased staff and increased exposure to emergencies.

d. Increased staff required full-time clerical.

e. Need for extra grounds work since playground in complete use all summer.

f. Allocation for project work normally done during summer vacation.

g. Estimated twenty per cent increase for emergency repair that requires overtime.

h. A fifteen percent decrease due to reduced enrollment.

Fixed Charges (2700 Series)	1969-70 Allocation based on two-semester plan Budget	1969-70 Allocation based on four-quarter plan	
Package Insurance	$ 26,000	$ 26,000	(a)
Vehicle Insurance	5,000	5,000	(a)
Employee & Liability Insurance	31,000	31,000	(a)
Hospitalization Ins.-Blue Cross	300,000	270,000	(b)
Fidelity Insurance	5,000	5,000	(a)
Income Prot. & Term Insurance	18,000	18,000	(a)
Rental of Buildings	28,000	28,000	(a)
Interest on Short Term Loan	112,000	112,000	(a)
Rental of Data Proc. Equip.	4,000	4,000	(a)
Rental of Vehicles	2,000	2,000	(a)
FIXED CHARGES TOTAL	$531,000	$501,000	

Capital Outlay (2800 Series)			
Site Acq. & Improvement	$ 60,000	60,000	(a)
Remodeling & Impr. of Bldg.	15,000	15,000	(a)
Remodeling & Impr. of Bldg.(Spec.)	15,000	15,000	(c)
Instructional Equipment	55,000	44,000	(d)
Non-Instr. Equipment	20,000	20,000	(a)
Trans. & Main. Equipment	60,000	30,000	(e)
Instructional Equipment (Spec.)	15,000	15,000	(a)
TOTAL CAPITAL OUTLAY	$240,000	$199,000	

Comments:

a. No significant change due to year-round school.

b. A ten percent reduction due to reduction of total teaching staff due to estimated ten percent of staff choosing to teach four of four quarters.

c. This account was not increased since the proposed increase represents conversion costs that will return to the present allocation in two or three years. The conversion costs are detailed in a special section at the end of the budget.

d. A 20 percent decrease to correspond to reduced enrollments.

e. A 50 percent reduction due to reduction of number of bused needed.

	1969-70 Allocation based two-semester plan	1969-70 Allocation based on four-quarter plan	
Community Services (2900 Series)	Budget		
Salary - Director	$14,000	$18,700	(a)
Crossing Guards	21,000	28,000	(a)
TOTAL COMMUNITY SERVICES	$35,000	$46,700	
Student Services (3200 - 300 - 3300 Series)			
Deficit Food Serv. Oper.	$ 9,000	$ 16,000	(d)
Athletic Supplies	12,000	15,000	(b)
Rec. Athletic Supplies	3,000	3,000	(a)
Officials, Mgrs. & Timekeepers	10,000	12,500	(b)
In-Service - Athletic Dept.	L,000	1,000	(c)
Miscellaneous	3,000	3,800	(b)
Athletic Salaries	41,000	51,300	(b)
Intramural Salaries	3,900	5,200	(a)
Intramural Supplies	400	500	(a)
Clubs	8,000	10,700	(a)
Athletic Supplies - Special	2,700	2,700	(c)
Outgoing Transfers -- Other School Districts Tuition	1,000	1,000	(c)
TOTAL STUDENT SERVICES	$95,000	$112,700	

Comments:

a. A 33 1/3 percent increase due to proportional increase in work year.

b. A 25 percent increase due to an extended season for baseball and golf and the addition of other sports for the summer quarter.

c. No significant change due to four-quarter plan.

d. An increase of 78 percent for additional expense of Food Service employees' vacations.

BUDGET ANALYSIS SUMMARY
1969-70 Allocation as compared to four-quarter plan

Account	Budget	Col. I	Col. II	Col. III
INSTRUCTION				
Elementary	$ 5,421,000	$ 5,891,000	$ 5,969,100	$ 5,957,400
Secondary	4,357,000	4,829,900	4,889,200	4,557,700
Special Education	548,000	571,900	579,900	566,400
Adult Education	29,000	38,500	38,500	38,500
Unclassified	28,000	28,000	28,000	28,000
TOTAL INSTRUCTION	$10,383,000	$11,359,300	$11,504,700	$11,148,000
OTHER SERVICES				
Administration	410,000	439,900	439,900	439,900
Attendance	22,000	27,900	27,900	27,900
Health Service	34,000	44,700	44,700	44,700
Transportation	728,000	769,800	769,800	769,800
Operation	1,573,000	2,065,600	2,065,600	2,065,600
Maintenance	439,000	544,800	544,800	544,800
Fixed Charges	531,000	501,000	501,000	501,000
Capital Outlay	240,000	199,000	199,000	199,000
Community Services	35,000	46,700	46,700	46,700
Student Services	95,000	122,700	122,700	122,700
TOTAL OTHER SERVICES	4,104,000	4,762,100	4,762,100	4,762,100
GRAND TOTAL	$14,490,000	$16,121,400	$16,266,800	$15,910,100

General Fund Summary

A comparison of the four-quarter budgets to the present two-semester budget shows an increase of eleven, twelve and ten percent for Columns I, II and III respectively. Reviewing these results, one should keep in mind that there are a large number of assumptions and, as a result, there exists the potential of error in some of the conclusions.

It was assumed that all schools that are presently in operation would remain in operation and 75 percent of the students attending under the two-semester program would attend each quarter. For example, if all elementary schools had 600 students enrolled each semester under the semester plan, each school would remain open and have 450 students attending each quarter.

Other assumptions were that class loads, as defined by the master agreement, would determine the number of teachers and that students would have a full selection of courses available every quarter. Also, since the calendar of 240 student days restricts the number of days available for teachers to work on records, etc., the teacher work year is either 180 or 240 days, depending upon whether they work three or four quarters.

Since the schools will not be operating at full capacity, there are certain costs that will increase on a per pupil basis until the schools are operating at full capacity. Some of the areas where there are increased per pupil expenditures are: Principals, Counselors, Research Center Teachers, Special Area Teachers, Librarians and Operation of Plant. This increased per pupil expenditure is the result of needing a fixed number of personnel to operate a building regardless of the student enrollment.

The per pupil expenditure for principals increases approximately 17 percent for the four-quarter plan for the 1969-70 school year. After a period of five years when the schools return to capacity operation, it is projected that the per pupil expenditure will decrease approximately 20 percent.

The per pupil expenditure for Operation of Plant increases approximately 30 percent. After five years, the per pupil expenditure for Operation of Plant decreased 12 percent.

The per pupil expenditure for Libarians and Research Center Teachers increases approximately 30 percent and after four or five years decreases approximately 15 percent. The percentage for Counselors, Special Area Teachers and Secretaries were not listed because there were no decreases or insignificant decreases in these categories.

The 1969-70 two-semester per pupil expenditure was used as a base for both the percentage of increase and decrease. The per pupil expenditure for the 1969-70 two-semester and four-quarter plan was obtained by taking the budget allocation for the various accounts and dividing by the 1969-70 student enrollment. The per pupil expenditure for the 1974-75 budget was estimated in a relative manner by taking the four-quarter allocation for these accounts and dividing by the projected student population for that year. This procedure was utilized since, theoretically, the number of personnel will not have to be increased in order to accommodate a student population of this size.

The total amount allocated to the various accounts under discussion represents about 20 percent of the total operating budget. The average percentage of decrease for the accounts listed is about 15 percent. Combining the percentage of the budget with the percentage of decrease for the accounts, the overall savings in these categories represents approximately three percent of the budget.

The three percent saving referred to above does not necessarily mean the budget for this year, for example, would be reduced if all schools were operating at full capacity. It simply means that there is a savings in the areas mentioned previously which is equal to approximately three percent of the budget.

The other factor that plays a more important role in determining whether or not there is a saving overall is the amount allocated to teachers' salaries. This amount is determined by two factors, the pupil-teacher ratio and the salary settlement.

The pupil-teacher ratio decreased at both the elementary and secondary level, thereby resulting in staff increases for the 1969-70 four-quarter plan. If the schools were operating at full capacity, the staff increases could probably be reduced with the possibility of attaining pupil-teacher ratios equivalent to the two-semester plan.

This leaves one factor to be considered, the salary settlement. Reviewing the reports of school districts operating on a year-round basis, there was very little financial infommation available, or if information was supplied, it was not relevant. The information was not revelant for the following reasons: either year-round school program was significantly different from the one we are considering or the contractual salaries were not the result of sophisticated collective bargaining.

In order to obtain some basis of comparison in the budget analysis, it was assumed that since the teachers would be working 180 instead of 187 days, they would accept a salary based on 180 or perhaps 183 days as indicated in Columns I and II. Since approximately 60 percent of the operating budget is allocated to teachers' salaries, obviously the most significant factor in determination of operating costs for the four-quarter plan is the salary settlement for teachers.

2. Construction Costs

Determination of future building needs for the Utica Community Schools depends upon the accurate projection of student population. The projection of student population for the first five years evolved from the population projection sub-committee report.

This sub-committe of the Citizens Advisory Committee utilized the census and the following information to compile their population projections:

A total of 7,773 building permits for residential housing units were issued during 1968 by all Macomb communities, according to the Macomb County Planning Commission. Sterling Heights topped all communities in new construction.

The figures, which were furnished the Planning Commission by the communities, indicate 3,131 of the permits were issued in Sterling Heights, 146 in Utica and 353 in Shelby Township.

The breakdown in Sterling Heights included 1,537 single family units and 1,600 multiple family units. In Utica, permits were issued for 11 single family and 139 multiple family units. The Shelby breakdown showed 346 single family and 10 multiple family units.*

In the city of Sterling Heights prior to 1965, 8,000 lots and parcels platted. Since 1965, 4,648 final platted, 3,102 preliminary platted with a grant total of 15,750, of which roughly two-thirds or 10,250 lots and parcels platted are in the Utica school district with an estimated seven sections yet to be platted with a total of 20,000 lots making a grand total of 30,000 lots.

The main growth in the school district within the next five years will be in the southeast and northwest sections with future growth to come in the southwest section after 1975.

Based on available information and interpretation of this information, the committee unanimously agrees that the most accurate projection of pupil growth in the school district is best represented by the enclosed statistics submitted herein.

The second half of the ten-year projection was based on a study of population growth of the Utica Community Schools done by Driker Associatis in 1967.

*Daily Sentinel, Thursday, April 17, 1969.

This information was utilized to estimate the student housing needs for the next ten years. It was assumed that the size of the elementary, junior high and senior high schools would remain at their present capacity for the two-semester plan. The capacity of these buildings would increase approximately 33 percent under the four-quarter plan where 75 percent of the students attend each quarter. The details concerning these projections are presented on the following three pages.

ELEMENTARY

Regular Semester Plan

No. of Additional Schools	Year	Projected Enrollment	Present Capacity	Over (Under)	Capacity with Addl. Schools	Over (Under)
	70-71	13,850	14,280	430		
1	71-72	15,000	14,280	(720)	14,920	(80)
2	72-73	16,240	14,280	(1960)	16,200	(40)
2	73-74	17,500	14,280	(3220)	17,480	(20)
2	74-75	18,800	14,280	(4520)	18,760	(40)
3	75-76	20,260	14,280	(5980)	20,680	420
2	76-77	21,540	14,280	(7260)	21,960	420
2	77-78	22,895	14,280	(8615)	23,240	345
2	78-79	24,425	14,280	(10,145)	24,520	95
3	79-80	26,130	14,280	(11,850)	26,440	310

Year-Round Plan

No. of Additional Schools	Year	Projected Enrollment	Present Capacity	Over (Under)	Capacity with Addl. Schools	Over (Under)
	70-71	13,850	19,040	5190		
	71-72	15,000	19,040	4040		
	72-73	16,240	19,040	2800		
	73-74	17,500	19,040	1540		
	74-75	18,800	19,040	240		
2	75-76	20,260	19,040	(1220)	20,740	480
1	76-77	21,540	19,040	(2500)	21,590	50
2	77-78	22,895	19,040	(3855)	23,290	395
2	78-79	24,425	19,040	(5385)	24,960	535
2	79-80	26,130	19,040	(7090)	26,660	530

JUNIOR HIGH CONSTRUCTION NEEDS

Regular Semester Plan

No. of Additional Schools	Year	Projected Enrollment	Present Capacity	Over (Under)	Capacity with Addl. Schools	Over (Under)
	70-71	4,715	5,700	985		
	71-72	5,230	5,700	470		
	72-73	5,680	5,700	20		
1	73-74	6,165	5,700	(465)	6,900	735
	74-75	6,580	5,700	(880)	6,900	320
	75-76	7,135	5,700	(1,435)	6,900	(235)
1	76-77	7,760	5,700	(2,060)	8,100	340
1	77-78	8,435	5,700	(2,735)	9,300	865
	78-79	9,100	5,700	(3,400)	9,300	200
1	79-80	9,828	5,700	(4,128)	10,500	672

Year-Round Plan

	70-71	4,715	7,600	2,885	7,600	
	71-72	5,230	7,600	2,370	7,600	
	72-73	5,680	7,600	1,920	7,600	
	73-74	6,165	7,600	1,435	7,600	
	74-75	6,580	7,600	1,020	7,600	
	75-76	7,135	7,600	465	7,600	
	76-77	7,760	7,600	(160)	7,600	
1	77-78	8,435	7,600	(835)	9,200	765
	78-79	9,100	7,600	(1,500)	9,200	100
1	79-80	9,828	7,700	(2,228)	10,800	972

SENIOR HIGH CONSTRUCTION NEEDS

Regular Semester Plan

No. of Additional Schools	Year	Projected Enrollment	PPresent Capacity	Over (Under)	Capacity with Addl. Schools	Over (Under)
	70-71	3,520	3,300	(220)		
	71-72	3,945	3,300	(645)		
1	72-73	4,440	3,300	(1,140)	5,100	660
	73-74	4,985	3,300	(1,685)	5,100	115
	74-75	5,520	3,300	(2,220)	5,100	(420)
1	75-76	5,965	3,300	(2,665)	6,900	935
	76-77	6,480	3,300	(3,180)	6,900	420
	77-78	6,965	3,300	(3,665)	6,900	(65)
1	78-79	7,580	3,300	(4,280)	8,700	1,120
	79-80	8,200	3,300	(4,900)	8,700	500

Year-Round Plan

No. of Additional Schools	Year	Projected Enrollment	PPresent Capacity	Over (Under)	Capacity with Addl. Schools	Over (Under)
	70-71	3,520	4,400	880		
	71-72	3,945	4,400	455		
	72-73	4,440	4,400	(40)		
1	73-74	4,985	4,400	(585)	6,800	1,815
	74-75	5,520	4,400	(1,120)	6,800	1,280
	75-76	5,965	4,400	(1,565)	6,800	835
	76-77	6,480	4,400	(2,080)	6,800	320
	77-78	6,965	4,400	(2,565)	6,800	(165)
1	78-79	7,580	4,400	(3,180)	9,200	1,620
	79-80	8,200	4,400	(3,800)	9,200	1,000

Projection of enrollment for the next ten years indicates that if the present two-semester system is maintained, it will be necessary to construct the following schools by 1979-80 school year:

19 elementary schools
4 junior high schools
3 senior high schools

If a four quarter system is adopted where 75% of the students attend school each quarter, it will be necessary to construct the following schools by the 1979-80 school year:

9 elementary schools
2 junior high schools
2 senior high schools

Therefore, over a ten year period, the Utica Community Schools may eliminate the construction of ten elementary schools, two junior high schools and one senior high school.

In order to arrive at a dollar amount in savings for a construction program, the ten-year construction costs for the two-semester plan was calculated and compared to the ten-year construction costs for the four quarter plan. The construction costs were estimated on the basis of a seven percent increase per year.

10-YEAR CONSTRUCTION COSTS WITH PRESENT TWO-SEMESTER OPERATION

	No. & Cost of Elementary		No. & Cost of Junior Highs		No. & Cost of Senior Highs	
70-71						
71-72	1	$1,100,000				
72-73	2	2,354,000			1	$ 6,250,000
73-74	2	2,518,800	1	$4,155,100		
74-75	2	2,695,100				
75-76	3	4,325,600			1	8,192,500
76-77	2	3,085,600	1	5,090,100		
77-78	2	3,301,600	1	5,446,400		
78-79	2	3,532,700			1	10,036,200
79-80	3	5,670,000	1	6,235,600		
		$28,583,400		$20,927,200		$24,478,700

10-YEAR CONSTRUCTION COSTS FOR FOUR-QUARTER PROGRAM

70-71						
71-72						
72-73						
73-74					1	6,687,500
74-75						
75-76	2	2,883,800				
76-77	1	1,542,800				
77-78	2	3,301,600	1	5,446,400		
78-79	2	3,532,700			1	10,036,200
79-80	2	3,780,000	1	6,235,600		
		$15,040,900		$11,682,000		$16,723,700

Other factors to consider in determining the total savings resulting from reduction of the construction program would be school sites, furniture and equipment, library books and supplies,and architectural fees.

The estimated costs in these areas were determined by reviewing previous building projects and calculating the percentage of construction costs spent on each of these areas.

Site acquisition and improvement	11.2%
Furniture and equipment	5.9%
Library books and supplies	.3%
Architectural fees	3.7%
	21.1%

Construction Costs	$ 73,989,300	$43,446,600
21.1% increase for Site, Furniture, Library	15,611,700	9,167,200
Total Costs	$ 89,601,000	$52,613,800

The savings that result from the year-round school plan when construction and related costs are considered amount to $36,987,200.

In order to arrive at an amount that will accurately reflect the total difference between the two-semester and the year-round school plan, interest expense must be considered. Interest expense is affected by two variables, the schedule of payments and the rate of interest.

The procedure used to project interest expense was to utilize the summary of payments for the $15,500,000 bond sale scheduled for May, 1970. The total interest on $15,500,000 figuring an average rate of 7% would amount to approximately $25,600,000. The interest, $25,600,000 = 1.65 x $15,500,000. Therefore, the estimated amount of interest on $37,000,000 is $61,000,000. The total saving on construction and interest cost for the Utica Community School over a ten year period from 1970 to 1980 is approximately $98,000,000.

This figure is an approximation that depends on several variables; continued grown of the district similar to what was established in previous ten years, estimated increase in construction costs of approximately seven percent annually estimated rate of seven percent and a mandatory four-quarter plan where 75 percent of the students attend school each quarter.

Since there are several variables involved in the projection, it should be noted that the $98,000,000 figures is tentative and subject to change.

3. Financial Implications Concerning Year-Round School
   a. General Operation Funds

      The following financial implications which may require additional research must be resolved prior to moving into a year-round school operation.

      1) Administration can adjust class loads more often for economic efficiency.
      2) Many of present classrooms would not be full. This loss in efficiency would exist until the district was geared up fully to the year-round school concept.
      3) Final teacher negotiations would determine economic efficiency through the development of new master agreement involving the year-round school.
      4) Extensive utilization of para-professional and teacher aides would/could be utilized as efficiency measures.
      5) Secondary per pupil expenditures warrant close scrutiny as possible areas for additional economic efficiencies.
      6) An expanded work-study cooperative program could reduce costs to the school district.
      7) The district should re-evaluate present "special curricular interest areas," those who usually fall outside "required" subject areas.
      8) Required basic subject areas such as language arts, social studies, mathematics and science may be areas for extensive savings through a year-round school concept. The offerings of other non-required subject areas may not prove to be as economically feasible through year-round school operation.
      9) Both elementary research centers and secondary libraries could be operational on a year-round basis. Present economic operations would have to be re-evaluated according to new community concepts regarding the expanded usage of these facilities.

10) Substitute teacher expenses should decrease under certain year-round school plans (45-15) where regular teachers receive breaks staggered throughout the regular "new" school year.

11) The year-round school curriculum may result in a greater utilization of para-professionals, clerks, teacher aides and other specially trained teachers for non-teaching chores in local schools. (See No. 10). This concept applies to study halls, lunchroom details, hall duty, attendance procedures, operations of lab facilities, which include the supervision of Educational Television and regular film sessions.

For economic efficiency of regular basic programs, the full utilization of para-professional personnel must be utilized on an expanded basis. Large groups and team teaching facilities are possible means to provide for other methods of fuller utilization of economic efficiencies within the Utica Community School District.

12) Preliminary research indicate that present secondary schools show a slight reduction in teachers salaries, through a four-quarter approach due to a one day shorter school year (181 to 180 school days.) Possible teacher savings can be achieved, but administrative, library, counselors and other auxiliary expenses tend to be higher. The per pupil expense ratio will have to drop in these areas if the concept of the year-round school becomes feasible through actual operation. It is believed (but data is not available without a pilot program) that economic efficiency can be achieved through extensive utilization of present secondary facilities.

13) New curriculum concepts should reflect increased savings. These savings could be the result of either a restructured term or quarter curriculum where classes are taught on a "demand and fill basis."

14) Administrative salaries for employees working less than 52 weeks would have to be re-evaluated should the district move to year-round schools. Areas covering auxiliary services would also have to be re-examined closely. There are indications which point to higher efficiency through year-round operations in this area.

15) Bus transportation, already nearly three-quarters of a million dollar a year business in this school district, would have to re-schedule on a quarter basis its present run schedule in order to avoid duplicate near-empty bus runs. The

The utilization of school district owned bus stops could enable buses operating only on main roads with fewer stops, but picking up larger numbers of people per bus stop.

16) The utilization of specially trained work crews, designed to move into school buildings during down periods of time will command further research as a means of more possible economic efficiency. This is true, not only during the year-round school concept, but in present building operations as well.

17) The combined cost analysis of gas and electricity for air conditioning in present buildings has to be re-examined by the local district. The basic assumption at this time is that a school district can heat a building easier and less expensively than to cool or air condition it. Year-round temperature control designed into new buildings is less expensive.

18) Yearly salaries of non-certified personnel working less than 52 weeks, including vacation pay, fringe benefits and other related expenses, will have to be re-examined in light of the year-round school concept.

19) A pilot program(of possibly five years in duration or less) could help the district answer many questions regarding final "real" expenses in the general operating fund. It is believed that during a tooling up or conversion phase, initial costs will be higher. After the program has been studied carefully over a longer period of time, basic financial implications will be resolved. The greatest expenditure in the district, of course, are teachers salaries. If a large number of teachers high on the salary schedule choose to teach year-round, financial efficiencies will drop. On the other hand, if a higher percentage of teachers near the starting end of the salary schedule choose to teach year-round, financial efficiencies will be greater with a year-round school.

It must be noted that with a district such as the Utica Community School District, which is in a rapidly growing area, a year-round school concept could well be more efficient than most districts as the Utica Community Schools employ a greater number of younger staff members for its growing primary grades. (Final determination of who would actualy teach year-round is not known. Union contracts stressing seniority rights would play a major role in this area.) In the case of a pilot program, the school district could set precedence and label the year-round school concept an "experimental pilot" and assign personnel as needed, according to student pre-registration demands.

b. Capital Outlay

1) No savings can be fully projected in capital outlay unless: "The Utica Community School District operates a high percentage of its student body on an optional year-round school program or fully utilizes the mandated staggered year-round school program."

2) Projected enrollment figures utilized in this study are subject to change, primarily due to: general economic conditions, the war in Southeast Asia, the birth rate and the new housing starts in the school district.

3) The actual costs of school construction as compared to actual present operational funds may increase due to the spiraling cost of constructing public buildings.

4) As the Utica Community School District becomes more and more urbanized, the cost of land acquisition and improvement may become much higher in proportion to actual building costs allocated for new school construction.

5) National leaders believe that local school districts can save on capital outlay and still accommodate the family yearly vacation schedule. This would be resolved by developing a type of rotated, staggered year-round school schedule, one which, if necessary, could provide needed educational reform in Michigan.

6) Any final change in the present school calendar should represent both savings in capital outlay, an efficient utilization of present operation and new approaches to achieve quality educational objectives.

7) To lengthen the present school year without changing current methods of operation would be a major error. It would be better to both restructure the present curriculum while at the same time develop new approaches to the basic teaching-learning situation as a measure of economic efficiency. This move might best meet educational objectives for children in the local district.

8) A change in curriculum should lead to changes in present school operations and vice versa. The Utica Community Schools would be unwise to change one without the other. It would be like putting a

Model T on the expressway system and expecting peak economic efficiency.

c. General Implications for the Office of Business Affairs

1) Year-round school may result in the formation of budgets on a quarterly basis in addition to the annual budget.
2) Accurate projection of budgets for each quarter may mean the adoption of Planning, Programming and Budgeting Systems.
3) Electronic data processing will be necessary in order to schedule transportation on a quarterly basis.
4) Preventive maintenance for vehicles, heating equipment, audio-visual equipment, etc., will have to be on a regularly scheduled basis throughout the year. Electronic data-processing is the most effective method of scheduling this.
5) Reduced construction program would enable present administrative staff to spend additional time in other areas.
6) Personnel changeover every quarter will require greater utilization of data processing in payroll.
7) Trained technicians to service and maintain air conditioning units will be necessary.
8) Greater utilization of electronic data processing in various departments will require researching the need for additional equipment to update present operations.

4. Conversion Costs to Pilot a Year-Round School Program

Expenditures that are the direct result of a year-round school program and are expected to last only one or two years are defined as year-round school conversion costs.

Large expenditures of this type occur primarily in two areas: the air conditioning of all existing buildings and the extensive in-service program required for staff, public and students. It was decided that since these estimated costs represent large expenditures they should be included in a special section and not in the general operating fund. Less significant amounts for other conversion costs have been included in the general operating fund.

a. Air Conditioning

The total area of all existing buildings in the Utica School District is approximately 1,640,000 square feet. Estimates indicate that installation should be computed on an average of one ton per 375 square feet. The cost of installing the duct work and the units is estimated at approximately $1,000 per ton.

Therefore, the total cost for installation of air conditioning in all existing buildings is approximately $4,380,000. These estimates are based on information received from The Plumbing and Heating Contractor's Association and the The Dodge Construction Pricing Manual.

b. Curriculum

Before the Utica Community School District converts from the present two-semester six-weeks optional summer school to a three-quarter or four-term regular school year (regardless of whether the Utica Community Schools enters into an all-year optional concept, a mandated four-quarter approach, a five-term or four-quarter optional approach), the following assumptions must be taken into consideration:

1) Curriculum Revision Costs

Within each of the 18 secondary areas, time must be provided to develop a new curriculum. Following a discussion with local school officials concerning curriculum revision, particularly on the scale mentioned in this report, it was found that subject areas would requirecommittees of between three and five people to spend the greater share of an entire summer developing the new curriculum structure. The breakdown for this research involving curriculum restructure may well be best met by spending six weeks the first summer, two weeks the second summer and an additional two weeks the third summer developing the necessary "new" curriculum structure needed for the three to five-year pilot program.

It would also be expected that additional regular time be spent during the course of the three-year conversion period to handle an ongoing continuous program of curriculum evaluation.

Monies must be set aside for research and development, establishing administrative leadership teams, office supplies, secretarial help, resource people, speakers, conferences and funds to be made available for weekend seminar approaches to restructure the present curriculum. These types of expenses will be scattered over a three-year period prior to the start of a pilot program.

In addition to these expenses, provisions must be made for both introductory and on-going in-service training for each staff member as found in section one above.

2) Secondary

The following estimated cost of a three-year period for the secondary department alone should be pegged for approximately $329,500 according to the following breakdown:

	3 Years
70 people working for eight weeks in the summer at an estimated cost of $200.00 per week	112,000
Cost of an administrative coordinating team including secretarial and office help	90,000
Funds for research, resources and speakers	37,500
Miscellaneous conferences, weekend seminars, travel, printing and supplies	30,000

	3 Years
Preparatory and on-going in-service training to orient all secondary teachers	30,000
Miscellaneous in kind service cost which our district would be obligated to pick up	30,000
	$329,500

The $329,500 conversion factor in the Secondary department is based on a three-year projection. Should the district decide an adequate job can be achieved in a shorter period of time and if local educators spend individual time, money not necessarily charged to the actual conversion costs, the total amounts disseminated during the tooling up or conversion program could be reduced considerably.

3) Elementary

The administrative, clerical, printing, resource cost and other miscellaneous expenditures have already been established with a conversion factor in the secondary area. It is estimated that for the Utica Community School District to restructure the elementary section to either the extended school year, a mandated four-quarter concept, an optional five-term or four-quarter approach utilizing some form of continuous progress approach, a cost of $112,000 similar to the secondary study would be needed.

The total cost of tooling up or conversion of the present Utica curriculum grades kindergarten to twelve, amounts to approximately $445,000 over a three-year period of time or nearly $150,000 per year.

c. Total Estimated Conversion Costs Needed to Pilot a Year-Round School Program in Utica, Michigan

1) Air conditioning all existing buildings	$4,380,000
Curriculum revision kindergarten to twelve	442,000
Total conversion for all grades in all buildings	$4,822,000

E. A Report of a Model of Coordination Between Public and Parochial Schools Specifically in Relation to the Extended School Year in Regards to the Rotated Four-Quarter All-Year School Plan

In meetings and discussions with representatives from the area parochial schools and subsequent reports from each of them, the following advantages and disadvantages were brought out:

1. The non-public school would share with the public school in the excitement of a new, creative educational venture.
2. Goals and philosophy of a new program would be formed and presented to the local community by all educators in the community.
3. Education in the Utica Community School System would take on a new unity, while at the same time, each system would retain its own specific identity and goals.
4. Non-public school administrators would plan and problem solve with public school officials in such areas as student scheduling, family vacation and curriculum offerings.
5. Non-public schools would share in an extended and enriched year-round shared time program.
6. Closer cooperation of public and non-public schools would permit a greater sharing of community-wide services, e.g. media centers, etc.
7. There would be obvious curriculum advantages to students, faculty and community. Inter-system curriculum specialists, teachers and students would become involved in fashioning a new curriculum, creating both interest and static.
8. Co-planning would bring about better staff utilization in both systems.
9. Non-public schools personnel would offer and receive shared services with public school personnel.
10. Non-public schools would extend and receive resource personnel and opportunities.
11. Realistic in-service programs could be developed for staff working in inter-related areas.
12. Enhanced student-teacher morale would result because of new programs and deeper involvement.
13. An intensified community wide concern for education would evolve because of the real interest of all citizens of the Utica Community School District in our outcome of the new project.

14. The remedial program could be initiated under the four-quarter system, would be good, especially if the summer quarter could be designated as the remedial quarter.

The non-public school faces several problems and it would be unrealistic not to mention them:

1. There is the problem of staffing for the whole year. In a smaller school this could present a great difficulty.
2. Tied in closely with staff problems is the problem of finance for a system already facing serious financial problems.
3. There is the problem of confused school images as greater fusion takes place within the school system.
4. There is the possible shift of students to non-participating private schools that are not adopting the year-round school program.
5. There is the alternative position of students shifting to the public schools to participate in the year-round school program because of the opportunities presented.
6. There could be a loss of autonomy for the non-public schools if tied too closely to the program and a subsequent lack of ability to start pilot or experimental programs on its own.
7. The private teaching staff would have to be increased considerably. With four quarters in the school year, each starting a new group of pupils, for example, the need of four teachers per grade, as each group of pupils would be at a different level after three months of schooling. This could mean doubling the size of our staffs, unless a continuous learning situation could be developed. Using this same premise, a shortage of classroom space, as each group at a different level, would mean additional classroom areas, under the traditional approach with four groups attending and starting a different quarter.
8. Another disadvantage would be the rearranging of vacation schedules of the parents.
9. Many industries do not always permit their workers to choose their vacations other than the summer months.
10. It is also felt that children's fall or winter quarter vacation would not assure the same kind of physical exercise as those having the spring or summer vacation periods, which are deemed so very necessary for children.

A careful analysis of the above material would be necessary before their involvement in a year-round school program could be determined. Both schools have assured the Utica Community School District of their complete cooperation in attempting to resolve a possible year-round school program.

F. A Reporting of Sample Surveys Relative to Attitude Toward Year-Round School

2. Business/Industry Reaction to Year-Round Schools

INTRODUCTION: In planning community reaction to the feasibility of a four-quarter year-round school program, it was decided that business establishments within the Utica Community Schools should be contacted and consulted for their opinions. This decision was based upon the fact that local businesses and industries pay about 45 cents of every tax dollar the school district receives in revenue, while at the same time employs a large number of persons whose vacation patterns could be affected if an all-year school program was undertaken. A survey was prepared and sent to each of approximately 200 local employers. A total of 74 firms, who are employers of 19,836 persons, completed and returned the surveys. This represents an excellent response from the manufacturing, retail, office and service firms located within the school district, as well as a fair sampling of local professional and technical establishments.

STATISTICAL ANALYSIS OF BUSINESS/INDUSTRY RESPONDENTS

Type of Firm	No. Firms Responded	No. Employees Represented	Hourly Employees	Salaried Employees
Manufacturers	16	16,868	12,840	4,028
Professional or Technical	4	156	142	14
Retail	24	1,476	1,295	181
Office or Service	20	404	214	188
Other	10	932	844	88
TOTALS	74	19,836	15,337	4,499

GENERAL FINDINGS: Although summer is the busiest vacation season for most local business and industrial firms, employers would be willing to restructure their vacation patterns to accommodate employees if a year-round school program were approved in the school district. They also would approve of a year-round school program if it would result in either lower taxes, or better educational programs for the same amount of taxes now being paid. The majority of business/industrial firms would be opposed to year-round schooling if it resulted in increased local taxes. A significant number of business/industrial firms indicated they would probably hire more high school students if they were available for work during periods other than summer, particularly for part-time work. Similarily, a significant number of the firms said they would hire more qualified high school graduates if they became available for work during periods other than the summer period. Very few respondents would be interested in hiring more students full-time if they attended high school year-round and graduated earlier under an accelerated concept. There were no significant differences in replies regarding implications of year-round school between hourly and salaried workers in the Utica school district.

In reply to open ended questions, business officials stated that the all-year utilization of school buildings, including personnel would be the biggest advantage of the year-round school program. Possible interference with family vacations was found to be the biggest disadvantage.

SPECIFIC CONCLUSIONS: (For a copy of the questions, please refer to attached survey results or see Appendix B.)

Question 1. Summer is the busiest vacation season for the majority (93%) of firms in the Utica Community Schools that employ HOURLY workers.

Question 2. Summer is the busiest vacation season for the majority (86%) of firms in the Utica Community

Question 2. Schools that employ SALARIED workers.*

Question 3. About one-third of the firms that responded to the survey (35%) said the year-round school would help their business/industry if their hourly workers wanted to take their vacations at a time other than during the summer. Of the remaining total replies, 47% said the year-round school would not help their business and 14% couldn't say.

A breakdown of the respondents replies revealed that 38% of the manufacturers, the largest employer group, felt that they could be helped if traditional vacation patterns were changed. Another 56% felt the change would not help and 6% couldn't say.

Question 4. About one-third of the respondents (33%), said a year-round school would help if their salaried workers wanted to take their vacation other than during the summer. Of the remaining respondents, 53% said it would not help their business and 14% couldn't say. A breakdown of the respondents reveals that 32% of the manufacturers, the largest employer group, feel they would be helped if traditional vacation patterns were changed. Significantly, 60% of the office service firms said they would be helped if the patterns changed for *their salaried workers, while 33% of the* retail firms saw some advantage to it.

Question 5. A majority of the respondents (63%) said they would allow their hourly workers to take vacations at random times if a four-quarter program were started, while 21% demurred and 16% couldn't say. A majority of the manufacturing firms (56%), the school district's largest employers, also said they would agree to random vacations, while all four professional and technical firms that replied said they would also permit random vacations.

Further, a majority of the respondents (59%) said they would need from one to three months notice to arrange proper manpower scheduling. This was particularly true of manufacturers (67%), professional and technical employers (75%), retail establishments (59%) and office service firms (60%).

*NOTE: Additional tabulations revealed that the fall is the second busiest vacation season for firms that responded (46%), while spring is the third busiest (30%) and winter is the least busy vacation season (20%).

Question 6. About the same number of respondents (57%) agreed to allow their salaried workers to take vacations at any season of the year if a four-quarter program was approved, while 23% demurred and 20% couldn't say. This was particularly true among manufacturers (62%), professional and technical services (75%) and retail establishments (54%). Similarily, 58% of all respondents, including 70% of the manufacturers, 67% of the professional and technical firms and 62% of the retail establishments, stated they needed one to three months notice to arrange vacation scheduling.

Question 7. A majority of the respondents would approve of a four-quarter year-round school program if the same education could be offered for less taxes (70%), or if additional education would be offered for about the same amount of taxes (68%). The respondents indicated they would be opposed if a year-round school made additional education available only if there were also some increase in the amount of local school taxes (62% against it, 21% for it and 17% undecided).

In breaking down the replies, it was observed that manufacturers were not wholeheartedly in favor of offering more education for the same amount of taxes (only 45% favored it, verses 36% against it and 18% undecided).

Question 8. Nearly half of the respondents (43%) now hire high school students during the school year. Manufacturers (10 firms), retail establishments (10 firms) and office or service groups (9 firms) are the largest employers (31%). The majority of the firms (70%) hire between one and five high school students.

Question 9. Thirty percent of the firms that responded to the survey said they believed they would hire more high school students if they were available for work during periods other than summer. The retail firms (50%) were especially interested in hiring more high school students.

The majority of respondents (73%) said they would hire more students for part-time work if they were available year-round.

The majority of respondents said they would hire more high school students during the winter (63%) if they were available, while 27% said they would hire more in the summer, and 5% said they wished more students were available in both the spring and the fall.

Question 10. Thirty-seven percent of the respondents were interested in hiring more qualified high school GRADUATES if they became available for work during periods other than the summer, while 51% said they would not and 12% were undecided. Thirty-one percent of the manufacturers and 48% of the retail respondents said they would hire more graduates if they became available during periods other than the summer.

Question 11. Only 13% of the respondents would be interested in hiring more students full-time if they attended school year-round and graduated earlier. Sixty-three percent were opposed to it and 24% undecided

YEAR-ROUND SCHOOL

1. Please rank on the basis of 1, 2, 3 and 4 the seasons when your hourly workers take their vacations. One would be the season when the greatest number of employees vacation, 2 the second busiest, 3 the third busiest and 4 the season used least for vacations.

Busiest Vacation Season Among All Hourly Respondents

	No.	%
Winter	3	4
Spring	0	0
Summer	62	93
Fall	2	3

2. Please rank on the basis of 1, 2, 3 and 4 the seasons when your salaried workers take their vacations. One would be the season when the greatest number of employees vacation, 2 the second busiest, 3 the third busiest, and 4 the season used least for vacations.

Busiest Vacation Season Among All Salaried Respondents

	No.	%
Winter	7	11
Spring	2	3
Summer	54	86
Fall	0	0

Editors Note: The second busiest vacation season listed by all respondents is as follows:

	No.	%
Winter	10	20
Spring	15	30
Summer	2	4
Fall	23	46

3. Would it help your business/industry if your hourly employees wanted to take their vacations at a time other than summer?

	All Respondents		Manufacturing		Professional or Technical		Retail		Office or Service		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	26	35	6	38	0	0	8	33	5	25	5	56
No	35	47	9	56	2	50	12	50	10	50	2	22
Undecided or No Answer	14	18	1	6	2	50	4	17	5	25	2	22

4. Would it help your business/industry if your salaried employees wanted to take their vacations at a time other than the summer?

	All Respondents		Manufacturing		Professional or Technical		Retail		Office or Service		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	25	33	5	32	0	0	8	33	6	30	4	44
No	40	53	10	62	2	50	13	54	12	60	3	33
Undecided or No Answer	10	14	1	6	2	50	3	13	2	10	2	23

5. If a four-quarter year-round school program were started, I would allow my hourly employees to take their vacation at any season of the year.

	All Respondents		Manufacturers		Professional or Technical		Retail		Office or Service		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	47	63	9	56	4	100	16	67	10	50	6	67
No	16	21	4	25	0	0	6	25	5	25	1	11
Undecided or No Answer	12	16	3	19	0	0	2	8	5	25	2	22

5A. If your answer is yes, how long ahead of time would you need to know the vacation plans of your employees to arrange proper manpower scheduling?

	All Respondents		Manufacturing		Professional or Technical		Retail		Office or Service		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 1 month	13	27	3	33	1	25	4	24	1	10	4	67
1-3 months	28	60	6	67	3	75	10	59	6	60	2	33
3-6 months	5	11	0	0	0	0	3	17	2	20	0	0
6 months to a year	1	2	0	0	0	0	0	0	1	10	0	0
year or more	0	0	0	0	0	0	0	0	0	0	0	0

6. If a four-quarter year-round school program were started, I would allow my salaried employees to take their vacations at any season of the year.

	All Respondents		Manufacturing		Professional or Technical		Retail		Office or Service		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	43	57	10	62	3	75	13	54	9	45	6	67
No	17	23	3	19	0	0	6	25	7	35	1	11
Undecided or No Answer	15	20	3	19	1	25	5	21	4	20	2	22

6A. If your answer is yes, how long ahead of time would you need to know the intended vacation plans of your employees to arrange proper manpower scheduling?

	All Respondents		Manufacturing		Professional or Technical		Retail		Office or Service		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 1 month	12	28	3	30	1	33	3	23	1	10	4	67
1-3 months	25	58	7	70	2	67	8	62	5	50	2	33
3-6 months	5	12	0	0	0	0	2	15	3	30	0	0
6 months to a year	1	2	0	0	0	0	0	0	1	10	0	0
year or more	0	0	0	0	0	0	0	0	0	0	0	0

7. Please indicate the conditions under which your business/industry would approve of a four-quarter year-round school program. You may check all of the answers below, or none of them, as you prefer.

7A. Students would receive about the same education as they do now, but it would cost business/industry less in local school taxes.

	All Respondents		Manufacturing		Professional or Technical		Retail		Office or Service		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	31	70	8	67	2	100	9	69	7	58	5	100
No	4	9	1	8	0	0	0	0	3	25	0	0
Undecided or No Answer	9	21	3	25	0	0	4	31	2	17	0	0

7B. Additional education would be offered to students for about the same amount of money business/industry now pays in local taxes.

	All Respondents		Manufacturing		Professional or Technical		Retail		Office or Service		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	32	68	5	46	2	67	10	77	10	67	5	100
No	10	21	4	36	1	33	0	0	5	33	0	0
Undecided or No Answer	5	11	2	18	1	0	3	23	0	0	0	0

7C. Additional education would be offered to students only if there were also some increase in the amount of local school taxes.

	All Respondents		Manufacturing		Professional or Technical		Retail		Office or Service		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	6	21	2	25	1	50	0	0	2	18	1	50
No	18	62	5	63	1	50	3	50	8	73	1	50
Undecided or No Answer	5	17	1	12	0	0	3	50	1	9	0	0

8. Do you hire high school students during the school year?

	All Respondents		Manufacturing		Professional or Technical		Retail		Office or Service		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	34	43	10	63	2	40	10	42	9	45	3	33
No	40	57	6	37	3	60	14	58	11	55	6	67

8A. If yes, approximately how many high school students do you hire during the school year?

	All Respondents		Manufacturing		Professional or Technical		Retail		Office or Service		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
0-5	24	70	10	100	2	100	4	40	6	67	2	67
5-10	5	15	0	0	0	0	3	30	2	22	0	0
10-20	3	9	0	0	0	0	1	10	1	11	1	33
20-50	0	0	0	0	0	0	0	0	0	0	0	0
50 or more	2	6	0	0	0	0	2	20	0	0	0	0

9. Do you believe you would hire more high school students if they were available for work during periods other than the summer?

	All Respondents		Manufacturing		Professional or Technical		Retail		Office or Service		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	21	30	1	6	1	33	11	50	6	32	2	25
No	46	67	14	88	2	67	11	50	12	63	6	75
Undecided or No Answer	2	3	1	6	0	0	0	0	1	5	0	0

9A. If yes, which type of work would you hire more students for?

	All Respondents		Manufacturing		Professional or Technical		Retail		Office or Service		Other	
	No.	%A	No.	%	No.	%	No.	%	No.	%	No.	%
Part-time	16	73	1	100	2	100	6	55	5	83	2	100
Full-time	6	27	0	0	0	0	5	45	1	17	0	0

9B. Also, during what periods of the year would you hire more high school students if they were available?

	All Respondents		Manufacturing		Professional or Technical		Retail		Office or Service		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Winter	12	63	1	100	0	0	5	56	5	100	1	50
Spring	1	5	0	0	0	0	1	11	0	0	0	0
Summer	5	27	0	0	2	100	2	22	0	0	1	50
Fall	1	5	0	0	0	0	1	11	0	0	0	0

10. Do you believe you would hire more qualified high school graduates if they became available for work during periods other than the summer?

	All Respondents		Manufacturing		Professional or Technical		Retail		Office or Service		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	25	37	5	31	0	0	10	48	5	26	5	71
No	34	51	10	63	2	67	8	38	12	63	2	29
Undecided or No Answer	8	12	1	16	1	33	3	14	2	11	0	0

11. Our business/industry would be interested in hiring more students full-time if they attended school year-round and graduated earlier. (A new state law allows firms to hire all persons 17 years of age or older who have received a high school diploma.)

	All Respondents		Manufacturing		Professional or Technical		Retail		Office or Service		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	8	13	2	13	1	33	4	20	0	0	1	14
No	40	63	10	62	2	67	11	55	13	72	4	57
Undecided or No Answer	16	24	4	25	0	0	5	25	5	28	2	29

Question 12. What do you see as the biggest advantage of a four-quarter year-round school program for your business or industry at this time?

14 - Utilization of school buildings and personnel all year
7 - Better use of tax money
4 - Students would be available all year
2 - Families could vacation during winter months
1 - Graduates available throughout the year
1 - Get students used to working year-round as in industry

Total Replies 29

Question 13. What do you see as the biggest disadvantage of a four-quarter year-round school program for your business or industry?

7 - Interfere with family vacations
3 - Inevitable increase in taxes
3 - Difficulties in scheduling vacations for employees
2 - Would encounter emotional problems
1 - Students graduating too young to secure jobs
1 - Extra teachers needed
1 - Changing traditional school year
1 - Air conditioning needed

Total Replies 19

Question 14. Any additional comments about the four-quarter year-round school program or about the Utica Community Schools in general?

6 - Program worthy of a good trial
4 - Satisfied with school system as is
3 - Less school buildings would be needed
2 - Against program
1 - Would be savings in cost from vandalism if schools were in use
1 - Year-round schools would disrupt family influence on students
1 - Throw work week for students into confusion
1 - Program would keep students occupied
1 - Teachers would work for their money
1 - Need more instrumental music taught for band
1 - More moral principles need to be taught
1 - Educators trying to assume role of teacher and parent
1 - Students need more math
1 - Need more counseling and guidance for students

Total Replies 25

The following are the business/industry firms in the Utica Community Schools that signed the name of their establishment in replying to the survey they returned.

Crane, Art Alinement (Wheel Alinement)

Mitzelfeld's Dept. Store

Bejnar's Furniture & Music

National Bank of Detroit

Detroit Bank and Trust

Pesco Corporation (Plastic Molds)

Influential Realty

Kay and Kay Tile

Kerner Construction

National Machine Products

Kroger's Supermarket

Milliken-Sullivan Funeral Home

Peake Asphalt Paving

A. A. Oliveto (Real Estate)

TRW, Inc. (Auto Parts)

Froling Bowling Lanes

Manley Bennet McDonald & Co. (Stockbroker)

Frase Insurance Agency

Everlock Det., Inc. (Automative Steel Fasteners)

Stones Hardware

Ford Motor Co. - Sterling

Utica Heights Bakery

Sign Shop

Utica Replacement Parts (Engine Rebuilders)

West Utica Tractor Company

Chateau Estates (Mobile Home Court)

Van Dyke Clothiers

Udylite Corporation (Plating and Chemicals)

Van's Welding

Daily Sentinel (Newspaper)

B and B Party Store

Utica Oil and Gas

Nickson Gravely Tractor Sales

Van Dyke Smorgasbord (Restaurant)

Wil Mar Convalescent Home

AAA

Main Floor Covering

E M S Inc. (Plumbing)

Modern Die and Tool Co.

Newton Furnitire Co.

Wilke Agency (Real Estate and Insurance)

Goemaere Industries (Tool Shop)

Commonwealth Bank

Four Way Sales (Real Estate)

Classic Studios (Photography)

Sears, Roebuck & Co.

Cadmet Corp. (Investment Casting Company)

U. S. Plywood, Inc.

Larry's Hardware

Schwark Furniture

Odilon Houtekier Land Development

Utica Distributors (Farm Bureau)

Topps Department Store

Town Furniture

Schepers Electric

Sterling Fidelity Credit Corp.

Liberty State Bank

Miller's Toggery (Clothing Store)

Master Pneumatic, Inc. (Pneumatics and Hydraulic Equipment)

Cresswell Insurance Agency
Credit Thrift of America
Beverly's Office Supplies
Pairt Sundries, Inc.
L T V Aerospace Corp.
 Missiles and Space Division
St. Joseph Hospital
FHP Federal Credit Union
Special Drill and Reamer
Beech Pattern and Tool Co.
Proficient Engineering Ind.,
 Inc.
Gell's Drug
Ford Motor Co., Shelby Township
Chaplow Lumber Company

2. Community Reaction to Year-Round Schools

INTRODUCTION: This report is a summary of opinions on the feasibility of a four-quarter year-round school program. These results came from a representative, selected cross-section survey of the Utica Community School District of approximately 30,000 adult residents.

The respondents were personally interviewed by trained enumerators during April, 1970. They were randomly selected by means of an Area Type Sample to assure proportionate opinion expressions from the various income, education and occupation groups residing within the school district.

A total of 586 citizens were interviewed. After pre-testing the survey, the replies of 506 citizens were used for this final report. The confidence level of the survey is 98%, with a permissable error porportion of .05%, according to the "Sampling and Statistics Handbook for Surveys in Education," prepared by the research division of the National Education Association.

The 24 classifications of answers in this report were prepared by the director of the survey. The tabulations were made by electronic data processing equipment, provided by the Macomb County Intermediate School District.

STATISTICAL ANALYSIS OF COMMUNITY RESPONDENTS

	All Replies	School Parents	Non-School Parents	Voters	Males
No. Interviewed	506	319	187	410	270

	Females	Pre School Parents	Elementary School Parents	Junior High Parents	Senior High Parents
No. Interviewed	236	198	250	125	92

	Out of School Parents	Private School Parents	0-4 Years Residents	4 Years or more Residents	Davis Junior High
No. Interviewed	130	27	183	322	140

	Eppler Junior High	Shelby Junior High	Sterling Junior High	Husband and Wife Work	Non Voters
No. Interviewed	145	100	79	115	94

	Parents of Athlete High School Students	Parents of Non Athlete High School Students	Parents of Extra-Curricular High School Students
No. Interviewed	24	67	23

	Parents of Non Extra-Curricular High School Students
No. Interviewed	64

GENERAL FINDINGS: The educational programs of the Utica Community Schools are generally held in high regard by residents of the school district. This is particularly true of parents of school children. This favorable impression of local educational quality is held despite the fact that many newer residents are not aware of the contents of specific educational programs found in the district. The longer a person has lived in the school district, the more favorable his impression of it. Residents have a more favorable impression of the school district's pre-college programs than of its vocational educational programs. They are very satisfied with the use that is made of local school buildings. Nearly nine out of every ten residents would prefer that students, including their children, have their vacation during the summer if a four-quarter year-round school program were started. They gave a variety of reasons for this, including children recreation opportunities, children travel plans, satisfaction with the current school calendar, breadwinners vacation schedules and a desire for coordinated family vacations. Residents may consider switching to a four-quarter year-round program if it means students will receive more education for the same amount of taxes, or the same education for less taxes. Very few persons would approve of a year-round school program if educational opportunities could be improved only by levying additional taxes.

A majority of residents would approve a year-round school program whereby students could attend summer sessions strictly on a tuition basis to broaden or accelerate their education. Residents are divided on the type of four quarter year-round school schedule they would prefer if such a system were started. Residents would like to have additional trade-industrial and business courses added to the curriculum if a year-round program permitted an increase in educational offerings. Most residents would rather the school district allow junior and senior high school students, involved in athletics and extra-curricular activities, participate in these events while they were on vacation then receive a choice of their attendance school quarters if a year-round school pro gram is instituted.

SPECIFIC CONCLUSIONS:

Question 1. The quality of the Utica Community Schools present educational programs is well regarded by a representative cross-section of the community. A total of 86% of the respondents rated the programs average or above average (39% above average, 47% average, 2% below average and 12% undecided). An analysis of the total replies revealed that parents with schoolage children have the most favorable view about present educational programs in Utica (45% above average, 47% average). There was no significant difference in the responses between elementary, jr. high and sr. high parents, between males and females, or between voters and non voters.

Respondents who have lived in this school district four years or more (42% above average, 49% average) gave the school district's present educational program a better rating than those who have lived here less than four years (34% above average, 44% average). Respondents in the Shelby Junior High enrollment area gave the present educational programs the highest rating (45% above average, 48% average) followed by Sterling Junior High (44% above average, 44% average), Davis Junior High (39% above average, 47% average) and Eppler Junior High (32% above average, 50% average).

Question 2. Approximately six out of every ten persons (58%) interviewed felt that the school district was doing an average or better job of preparing high school graduates to take additional training or courses (20% very well, 38% fairly well), but many of the remaining respondents had no opinion (34% undecided). There was a definite trend to the replies to this question. It was based on length of residence in the school district and the type of school children in the family. For example, 80% of the respondents who had students in high school felt that the pre-college programs were average or better (29% very well, 51% fairly well). Parents of students who were no longer in school also had a favorable impression about these programs (27% very well, 46% fairly well), as did parents of private school children (26% very well, 41% fairly well). Yet many parents without children in high school were undecided about the quality of the programs (46% of pre-school parents, 38% of elementary school parents, 23% of junior high parents). However, few of these respondents felt that our graduates were being poorly prepared for college (6% of pre-school parents, 9% of elementary school parents, 13% of junior high parents). Likewise, fewer persons who have lived in the school district four years or more were undecided about the quality of the pre-college programs (25%) than were those who have lived here less than four years (52%). The four-or-more year residents also had a more favorable opinion of the pre-college programs (26% very well, 41% fairly well) than the newer residents (8% very well, 33% fairly well). The specific responses of voters and non-voters, males and females, were consistant to the total responses of the community at large.

Question 3. Approximately five out of each ten persons interviewed (52%) believed the school district was doing average or better in helping prepare graduates to immediately take jobs in business or industry (14% very well, 38% fairly well). Many of the remaining respondents did not have an opinion (36% undecided). As in the replies to question 2, there was a definite trend of opinion based on length of residence in the school district and the type of school children in the family. For example, 73% of the respondents who had students in high school felt that the vocational programs were average or better (25% very well, 48% fairly well). Parents of students who were no longer in school also had a favorable impression about the programs (23% very well, 45% fairly well), as did parents of private school children (50% very well, 44% fairly well). Yet many parents without children in high school were undecided about the quality of the programs (48% of pre-school parents, 39% of elementary school parents, 24% of junior high parents). However, a large number of respondents to question 3 than to question 2 felt that graduates were being poorly prepared for vocations (10% of pre-school parents, 11% of elementary school parents, 13% of junior high parents, 14% of senior high parents). Fewer persons who have lived in the school district four years or more were undecided about the educational programs (27%) than those who have lived here less than four years (52% undecided). The four-or-more year residents also had a more favorable opinion of the vocational programs (19% very well, 42% fairly well) than the newer residents (5% very well, 31% fairly well). The specific responses of voters and non-voters, males and females, were consistant to the total responses of the community at large.

Question 4. Nearly nine of every ten persons interviewed felt the Utica Community Schools was making adequate or very good use of its school buildings (50% very good use, 36% adequate use). This opinion was more true with parents of school children (52% very good use, 38% adequate use) than of non-school parents (45% very good use, 30% adequate use). The reactions of voters and non-voters, males and females, and of new and older residents, were consistant with the general responses of the community at large.

Question 5A. Nearly nine out of ten respondents interviewed (88%) stated they would prefer that students, including their children, have their vacation during the summer if a four-quarter year-round school program were started. There were no significant deviations from this general response among the various categories of respondents.

Question 5B. The respondents cited a variety of reasons for wishing to continue summer vacations for students, including their own children. They included children recreation opportunities (63%), children travel plans (58%), satisfaction with the current school calendar (59%), a desire for coordinated family vacations (56%), breadwinner vacation schedule (49%), and tradition (18%). There were no significant deviations from the general responses among the various categories of respondents.

Question 6. A majority of the respondents (41%) said they would approve of a four-quarter year-round school program if it meant students would receive more education for the same amount of taxes they are now paying, while

21% said they would approve of all-year schooling if it meant the same education for less taxes. However, only 10% of the respondents said they would approve of a year-round school program if it meant that educational opportunities could be improved only by levying additional taxes. A large number of the respondents (28%) were undecided about the conditions under which they would approve of a year-round school program, particularly the parents of private school children (55%). There were no other signiicant differences in the replies among the various categories of respondents.

Question 7. Nearly seven out of every ten persons interviewed (68%) stated they would approve of some type of year-round school program whereby students could attend the summer session strictly on a tuition basis to broaden or accelerate their education. There were no significant differences in the replies among the various categories of respondents.

Question 8. Respondents were nearly equally divided on the type of four-quarter year-round school schedule they would prefer if such a system were started, and a significant number (24%) were undecided. Thirty-one percent of the respondents said that if the year-round school program was started, they would prefer that school would be open for four consecutive quarters and students be required to attend classes for three of the four quarters (Answer A, the Staggered Four-Quarter Plan). Twenty-eight percent of the respondents said they would prefer that each school day be a little longer and the extra class time be used to give all students an additional one month vacation period in the summer (Answer B, the Twelve-Four Plan). Seventeen percent of the respondents preferred that each school day be a little longer and the extra class time be used to add a week of vacation between each quarter (Answer C, the Twelve-One Plan). The parents of junior and senior high school students preferred the Staggered Four-Quarter Plan over the other plans more so than did the community at large (35% and 38%, respectively), while parents of out of school youths preferred the Twelve-Four Plan more so than the community at large (34%). Respondents from the four junior high school enrollment areas had varying reactions to answer A and answer B of this question.

Question 9. Trade industrial and business courses are the priority selections by the community-at-large for addition to the curriculum if a year-round program permitted an increase in educational programs. Seventy-four percent of the respondents recommended additional trade-industrial courses and 59% urged an increase in business offerings. The respondents were equally divided on the need for additional academic offerings (39%), retailing-marketing classes (37%), languages (30%) and physical education-recreation (36%). Only 23% of the respondents felt additional home economics courses were needed. A significant number of parents of non-school children (87%) felt additional trade-industrial programs should be offered under an all-year school plan. There were no other significant deviations from the general responses among the remaining categories of respondents.

Question 10. A narrow majority (52%) of respondents stated that special privileges regarding school attendance should be given to students who are involved in junior varsity and varsity sports. (37% no and 11% undecided). Parents of senior high school students were particulary in favor of this idea (63% of each), while parents with high school students involved in extra-curricular programs favored it very heavily (87%). Respondents living in the Eppler Junior High School area (57%) and the Sterling Junior High area (63%) favored the thought of giving special privileges to athletes more so than did those in the Davis Junior High (48%) and Shelby Junior High (47%) student enrollment area.

Question 10A. Of those persons who favored special attendance privileges for athletes under a year-round school plan, 61% felt that the privilege should be that students could play sports during their vacation quarter, while the remaining 39% felt the students should be able to choose the quarters they would attend school. Parents of junior high school students (72%) and non-voters (74%) particularly favored allowing students to play sports during their vacation quarter. However, voters (61%) and parents of private school students (69%) favored giving students a choice of their attendance quarter more so than the total respondents.

Question 10B. Of those persons who felt that athletes should NOT receive special privileges regarding school attendance, three out of four (76%) felt they should nevertheless be allowed to participate in sports even if they were on vacation. Parents of non-school children favored allowing students to play sports while not in school much more than the general respondents (83%). However, a narrow majority of the parents of high school students (54%), and particularly those parents of high school students involved in extra-curricular activities (67%), felt students should NOT be allowed to participate in sports if they are NOT attending school.

Question 11. Respondents were nearly equally divided over whether special privileges should be granted to students involved in extra-curricular activities (41% in favor, 47% opposed, 12% undecided). Parents of elementary school children (52%) and non-voters (55%) are most opposed to the proposition. Parents of students who are involved in extra-curricular activities (78%) favored the granting of special attendance privileges for these students.

Question 11A. Nearly seven out of each ten persons (68%) who favored special privileges for students in extra-curricular activities felt that the special privilege should be allowing them to participate in the activity during their vacation quarter. However, 73% of the parents of students in private schools felt the special privilege should be that students choose their attendance quarter.

Question 11B. Among those persons opposed to giving high school students in extra-curricular activities special privileges regarding attendance under a four-quarter system, nearly three out of every four respondents (72%) felt the students should be allowed to participate in the activities when they were not in school. However, 50% of the parents of high school students involved in extra-curricular activities felt that no special privileges should be given. The reactions among the remaining categories of respondents were similar to the overall findings.

YEAR-ROUND SCHOOLS COMMUNITY SURVEY

1. In general, how well would you rate the present educational programs of the Utica Community Schools?

	All Replies	School Parents	Non-school Parents	Voters	Males
Above average	39%	45%	28%	40%	39%
Average	47%	48%	47%	47%	45%
Below average	2%	3%	2%	3%	3%
Can't say	12%	4%	23%	10%	13%

	Females	Pre School Parents	Elementary School Parents	Junior High Parents	Senior High Parents
Above average	39%	42%	46%	44%	41%
Average	50%	43%	47%	46%	51%
Below average	1%	2%	3%	4%	3%
Can't say	10%	13%	4%	6%	5%

	Out of School Parents	Private School Parents	0-4 Years Residents	4 Years or more Residents	Davis Junior High
Above average	34%	33%	34%	42%	39%
Average	51%	55%	44%	49%	47%
Below average	3%	7%	2%	3%	1%
Can't say	12%	5%	20%	6%	13%

	Eppler Junior High	Shelby Junior High	Sterling Junior High	Husband and Wife Work	Non Voters
Above average	32%	45%	44%	41%	37%
Average	50%	48%	44%	44%	47%
Below average	2%	3%	3%	2%	1%
Can't say	16%	4%	9%	13%	15%

2. In your opinion, how well are our high school graduates being prepared to take additional training or courses after high school if they wish?

	All Replies	School Parents	Non-School Parents	Voters	Males
Very well	20%	19%	20%	22%	18%
Fairly well	38%	37%	40%	37%	38%
Poorly	8%	10%	5%	8%	8%
Can't say	34%	34%	35%	33%	36%

	Females	Pre School Parents	Elementary School Parents	Junior High Parents	Senior High Parents
Very well	21%	16%	17%	21%	29%
Fairly well	38%	32%	36%	43%	51%
Poorly	8%	6%	9%	13%	12%
Can't say	33%	46%	38%	23%	8%

	Out of School Parents	Private School Parents	0-4 Years Residents	4 Years or more Residents	Davis Junior High
Very well	27%	26%	8%	26%	16%
Fairly well	46%	41%	33%	41%	30%
Poorly	13%	15%	7%	8%	3%
Can't say	14%	18%	52%	25%	51%

	Eppler Junior High	Shelby Junior High	Sterling Junior High	Husband and Wife Work	Non Voters
Very well	21%	21%	20%	24%	18%
Fairly well	43%	41%	42%	37%	38%
Poorly	9%	7%	16%	10%	9%
Can't say	27%	31%	22%	29%	35%

3. Now, how about our high school graduates who plan to immediately take a job in business or industry after graduation. How well are they prepared?

	All Replies	School Parents	Non-school Parents	Voters	Males
Very well	14%	15%	12%	16%	10%
Fairly well	38%	36%	41%	37%	40%
Poorly	12%	12%	12%	12%	14%
Can't say	36%	37%	35%	35%	36%

	Females	Pre School Parents	Elementary School Parents	Junior High Parents	Senior High Parents
Very well	19%	11%	14%	21%	25%
Fairly well	36%	31%	36%	42%	48%
Poorly	8%	10%	11%	13%	14%
Can't say	37%	48%	39%	24%	13%

	Out of School Parents	Private School Parents	0-4 Years Residents	4 Years or more Residents	Davis Junior High
Very well	23%	15%	5%	19%	11%
Fairly well	45%	44%	31%	42%	31%
Poorly	16%	15%	12%	12%	7%
Can't say	16%	26%	52%	27%	51%

	Eppler Junior High	Shelby Junior High	Sterling Junior High	Husband and Wife Work	Non Voters
Very well	10%	17%	21%	16%	7%
Fairly well	51%	34%	37%	40%	44%
Poorly	11%	13%	18%	15%	11%
Can't say	28%	36%	24%	29%	38%

4. How well do you feel we are using our school buildings, considering that regular educational programs are offered during the day for all students and other types of adult education, enrichment and recreation programs are offered in the evening and summer?

	All Replies	School Parents	Non-School Parents	Voters	Males
Very good use	50%	52%	45%	51%	44%
Adequate use	36%	38%	30%	36%	39%
Poor use	5%	5%	6%	5%	5%
Can't say	9%	5%	19%	8%	12%

	Females	Pre School Parents	Elementary School Parents	Junior High Parents	Senior High Parents
Very good use	57%	51%	54%	58%	55%
Adequate use	31%	35%	38%	32%	36%
Poor use	6%	2%	5%	6%	6%
Can't say	6%	12%	3%	4%	3%

	Out of School Parents	Private School Parents	0-4 Years Residents	4 Years or more Residents	Davis Junior High
Very good use	45%	37%	44%	53%	48%
Adequate use	41%	51%	36%	35%	41%
Poor use	5%	7%	3%	7%	3%
Can't say	9%	5%	17%	5%	8%

	Eppler Junior High	Shelby Junior High	Sterling Junior High	Husband and Wife Work	Non Voters
Very good use	52%	61%	33%	46%	47%
Adequate use	32%	29%	45%	29%	34%
Poor use	4%	4%	13%	14%	7%
Can't say	15%	6%	9%	11%	12%

5A. If the Utica Community Schools were to begin a four-quarter year-round school program, when would you prefer that students (including your children) have their vacation?

	All Replies	School Parents	Non-school Parents	Voters	Males
Summer	88%	90%	84%	88%	87%
Fall	4%	2%	5%	4%	5%
Winter	5%	6%	5%	5%	4%
Spring	2%	1%	4%	1%	3%
Can't say	1%	1%	2%	2%	1%

	Females	Pre School Parents	Elementary School Parents	Junior High Parents	Senior High Parents
Summer	88%	90%	91%	94%	87%
Fall	3%	4%	2%	1%	3%
Winter	7%	4%	5%	3%	8%
Spring	1%	2%	1%	1%	2%
Can't say	1%	0%	1%	1%	0%

	Out of School Parents	Private School Parents	0-4 Years Residents	4 Years or more Residents	Davis Junior High
Summmr	88%	95%	88%	88%	86%
Fall	5%	5%	3%	4%	5%
Winter	5%	0%	6%	5%	6%
Spring	1%	0%	3%	1%	3%
Can't say	1%	0%	0%	2%	0%

	Eppler Junior High	Shelby Junior High	Sterling Junior High	Husband and Wife Work	Non Voters
Summer	86%	90%	90%	85%	86%
Fall	6%	1%	2%	3%	1%
Winter	6%	6%	4%	9%	7%
Spring	1%	2%	0%	3%	6%
Can't Say	1%	1%	4%	0%	0%

5B. Why do you prefer to continue summer vacations for students (including your children)? (NOTE: The responses below total more than 100% because persons were asked to answer as many as they wished.)

	All Replies	School Parents	Non-school Parents	Voters	Males
Satisfied with current calendar	59%	64%	50%	57%	59%
Children recreation opportunities	63%	62%	66%	64%	59%
Breadwinner vacations	49%	51%	46%	50%	53%
Tradition	18%	19%	15%	18%	16%
Children travel plans	58%	63%	49%	62%	59%
Coordinated family vacations	56%	64%	39%	58%	57%
Other	7%	7%	1%	8%	5%

	Females	Pre School Parents	Elementary School Parents	Junior High Parents	Senior High Parents
Satisfied with current calendar	59%	61%	65%	70%	52%
Children recreation opportunities	68%	69%	63%	60%	60%
Breadwinner vacations	44%	47%	49%	44%	60%
Tradition	20%	13%	18%	19%	22%
Children travel plans	57%	54%	64%	65%	70%
Coordinated family vacations	55%	63%	69%	67%	56%
Other	7%	7%	7%	7%	6%

Question 5B (continued)

5B. Why do you prefer to continue summer vacations for students (including your children)? (NOTE: The responses below total more than 100% because persons were asked to answer as many as they wished.)

	Out of School Parents	Private School Parents	0-4 Years Residents	4 Years or more Residents	Davis Junior High
Satisfied with current calendar	49%	65%	58%	60%	60%
Children recreation opportunities	64%	46%	63%	63%	52%
Breadwinner vacations	50%	61%	46%	51%	41%
Tradition	23%	31%	15%	19%	13%
Children travel plans	64%	77%	53%	60%	51%
Coordinated family vacations	46%	70%	50%	59%	72%
Other	4%	8%	5%	8%	6%

	Eppler Junior High	Shelby Junior High	Sterling Junior High	Husband and Wife Work	Non Voters
Satisfied with current calendar	52%	75%	33%	50%	65%
Children recreation opportunities	64%	76%	47%	51%	59%
Breadwinner vacations	55%	50%	42%	42%	45%
Tradition	16%	27%	11%	13%	15%
Children travel plans	51%	72%	47%	41%	43%
Coordinated family vacations	42%	60%	37%	56%	45%
Other	5%	10%	5%	6%	1%

6. I would approve of a four-quarter year-round school program in the Utica Community Schools if:

   A. Students would receive about the same education as they do now for less in school taxes

   B. Students would receive more educational opportunities for the same amount of local taxes

   C. Students would receive more educational opportunities, although it would cost more in local school taxes

   D. Can't say

	All Replies	School Parents	Non-school Parents	Voters	Males
Same education, less taxes	21%	18%	26%	20%	20%
More education, same taxes	41%	40%	42%	40%	37%
More education, more taxes	10%	11%	9%	9%	10%
Can't say	28%	31%	23%	31%	33%

	Females	Pre School Parents	Elementary School Parents	Junior High Parents	Senior High Parents
Same education, less taxes	21%	18%	18%	19%	21%
More education, same taxes	46%	40%	40%	36%	24%
More education, more taxes	10%	12%	9%	8%	18%
Can't say	23%	30%	33%	37%	37%

Question 6 (continued)

6. I would approve of a four-quarter year-round school program in the Utica Community Schools if:
   - A. Students would receive about the same education as they do now for less in school taxes
   - B. Students would receive more educational opportunites for the same amount of local taxes
   - C. Students would receive more educational opportunities, although it would cost more in local school taxes
   - D. Can't say

	Out of School Parents	Private School Parents	0-4 Years Residents	4 Years or more Residents	Davis Junior High
Same education, less taxes	23%	14%	23%	20%	13%
More education, same taxes	42%	28%	45%	39%	43%
More education, more taxes	11%	3%	10%	10%	8%
Can't say	24%	55%	22%	31%	36%

	Eppler Junior High	Shelby Junior High	Sterling Junior High	Husband and Wife Work	Non Voters
Same education, less taxes	30%	20%	16%	23%	23%
More education, same taxes	39%	40%	49%	40%	46%
More education, more taxes	10%	11%	11%	7%	14%
Can't say	21%	29%	24%	30%	17%

7. Would you approve of some type of year-round school program whereby students could attend the summer session strictly on a tuition basis to broaden or accelerate their education?

	All Replies	School Parents	Non-school Parents	Voters	Males
Yes	68%	65%	75%	67%	70%
No	23%	29%	11%	25%	22%
Can't say	9%	6%	14%	8%	8%

	Females	Pre School Parents	Elementary School Parents	Junior High Parents	Senior High Parents
Yes	67%	66%	64%	67%	70%
No	24%	24%	30%	28%	25%
Can't say	9%	10%	6%	5%	5%

	Out of School Parents	Private School Parents	0-4 Years Residents	4 Years or more Residents	Davis Junior High
Yes	67%	67%	73%	66%	75%
No	19%	15%	22%	23%	19%
Can't say	14%	18%	5%	11%	6%

	Eppler Junior High	Shelby Junior High	Sterling Junior High	Husband and Wife Work	Non Voters
Yes	71%	63%	65%	73%	78%
No	19%	29%	25%	22%	14%
Can't say	10%	8%	10%	5%	8%

8. Rate your preferences 1, 2 and 3 for the following possible plans for arranging school on a four-quarter year-round basis.

   A. School would be open for four consecutive quarters and students would be required to attend classes for three of the four quarters.

   B. School would be open for four consecutive quarters, but each school day would be a little longer. Students would be required to attend school for three of the four quarters. Everybody would receive an additional one month vacation period in the summer.

   C. School would be open for four consecutive quarters, but each school day would be a little longer. Students would be required to attend school for three of the four quarters. All students would receive an additional week of vacation between each quarter.

   D. Can't say

	All Replies	School Parents	Non-school Parents	Voters	Males
A.	31%	31%	30%	31%	30%
B.	28%	30%	26%	28%	31%
C.	17%	18%	15%	17%	15%
D.	24%	21%	29%	24%	24%

	Females	Pre School Parents	Elementary School Parents	Junior High Parents	Senior High Parents
A.	32%	32%	31%	35%	38%
B.	26%	26%	30%	28%	27%
C.	19%	15%	17%	13%	21%
D.	23%	27%	22%	24%	14%

	Out of School Parents	Private School Parents	0-4 Years Residents	4 Years or more Residents	Davis Junior High
A.	28%	26%	32%	31%	37%
B.	34%	22%	28%	30%	23%
C.	18%	19%	18%	16%	9%
D.	20%	33%	22%	23%	31%

	Eppler Junior High	Shelby Junior High	Sterling Junior High	Husband and Wife Work	Non Voters
A.	30%	27%	29%	30%	32%
B.	32%	23%	42%	30%	32%
C.	18%	25%	16%	20%	15%
D.	20%	25%	13%	20%	21%

9. In your opinion, if a year-round four-quarter program is started in the Utica Community Schools, and the number of courses is increased, what kinds of courses should we offer more of? Answer as many as you feel appropriate. (NOTE: The responses below total more than 100% because persons were asked to answer as many as they wished.)

Types of Courses	All Replies	School Parents	Non-school Parents	Voters	Males
Trade-Industrial	76%	75%	77%	77%	74%
Academics	39%	38%	43%	39%	44%
Business	59%	58%	61%	58%	57%
Home Economics	23%	21%	27%	22%	23%
Retailing-Marketing	36%	37%	34%	36%	35%
Enrichment	21%	24%	17%	21%	18%
Languages	30%	32%	27%	30%	28%
Physical Education - Recreation	28%	30%	28%	29%	34%
Other	3%	5%	0%	4%	3%

Types of Courses	Females	Pre School Parents	Elementary School Parents	Junior High Parents	Senior High Parents
Trade-Industrial	78%	74%	74%	74%	81%
Academics	38%	39%	42%	37%	43%
Business	61%	59%	57%	60%	62%
Home Economics	23%	23%	23%	18%	16%
Retailing - Marketing	36%	37%	35%	33%	42%
Enrichment	25%	33%	26%	19%	17%
Languages	33%	30%	34%	33%	30%
Physical Education - Recreation	25%	36%	30%	15%	26%
Other	4%	3%	5%	6%	8%

Question 9 (continued)

9. In your opinion, if a year-round four-quarter program is started in the Utica Community Schools, and the number of courses is increased, what kinds of courses should we offer more of? Answer as many as you feel appropriate. (NOTE: The responses below total more than 100% because persons were asked to answer as many as they wished.)

Types of Courses	Out of School Parents	Private School Parents	0-4 Years Residents	4 Years or more Residents	Davis Junior High
Trade-Industrial	87%	67%	73%	78%	81%
Academics	44%	41%	44%	38%	44%
Business	73%	52%	55%	62%	49%
Home Economics	31%	11%	23%	23%	29%
Retailing - Marketing	43%	30%	39%	33%	35%
Enrichment	11%	18%	26%	19%	29%
Languages	25%	26%	34%	28%	36%
Physical Education - Recreation	26%	33%	38%	25%	32%
Other	1%	11%	2%	4%	3%

Types of Courses	Eppler Junior High	Shelby Junior High	Sterling Junior High	Husband and Wife Work	Non Voters
Trade-Industrial	74%	78%	70%	79%	73%
Academics	47%	30%	43%	37%	48%
Business	63%	64%	62%	49%	67%
Home Economics	23%	17%	24%	25%	27%
Retailing - Marketing	35%	37%	35%	36%	32%
Enrichment	16%	21%	20%	16%	23%
Languages	32%	23%	27%	29%	31%
Physical Education - Recreation	32%	22%	33%	33%	33%
Other	3%	5%	2%	3%	0%

10. If a four-quarter year-round school program is established, should special privileges regarding school attendance be given to students who are involved in junior varsity and varsity sports?

	All Replies	School Parents	Non-School Parents	Voters	Males
Yes	52%	54%	49%	52%	52%
No	37%	37%	37%	37%	38%
Can't say	11%	9%	14%	11%	10%

	Females	Pre School Parents	Elementary School Parents	Junior High Parents	Senior High Parents
Yes	52%	50%	53%	51%	63%
No	36%	40%	40%	36%	32%
Can't say	12%	10%	7%	13%	5%

	Out of School Parents	Private School Parents	0-4 Years Residents	4 Years or more Residents	Davis Junior High
Yes	54%	48%	53%	51%	48%
No	38%	41%	39%	37%	45%
Can't say	8%	11%	8%	12%	7%

	Eppler Junior High	Shelby Junior High	Sterling Junior High	Husband and Wife Work	Non Voters
Yes	57%	47%	63%	61%	54%
No	28%	44%	28%	26%	39%
Can't say	15%	9%	9%	13%	7%

	Parents of Athlete High School Students	Parents of Non Athlete High School Students	Parents of Extra-Curricular High School Students	Parents of Non Extra-Curricular High School Students
Yes	54%	67%	87%	58%
No	46%	25%	13%	34%
Can't Say	0%	8%	0%	8%

10A. If yes, which of the following two possible special privileges should be given these students?

	All Replies	School Parents	Non-School Parents	Voters	Males
Choice of attendance quarter	39%	40%	36%	61%	43%
May play sports during vacation quarter	61%	60%	64%	39%	57%

	Females	Pre School Parents	Elementary School Parents	Junior High Parents	Senior High Parents
Choice of attendance quarter	34%	33%	41%	28%	44%
May play sports during vacation quarter	66%	67%	59%	72%	56%

	Out of School Parents	Private School Parents	0-4 Years Residents	4 Years or more Residents	Davis Junior High
Choice of attendance quarter	46%	69%	32%	34%	33%
May play sports during vacation quarter	54%	31%	68%	66%	67%

	Eppler Junior High	Shelby Junior High	Sterling Junior High	Husband and Wife Work	Non Voters
Choice of attendance quarter	50%	33%	34%	41%	26%
May play sports during vacation quarter	50%	67%	66%	59%	74%

Question 10A (continued)

10A. If yes, which of the following two possible special privileges should be given these students?

	Parents of Athlete High School Students	Parents of Non Athlete High School Students	Parents of Extra-Curricular High School Students
Choice of attendance quarter	31%	48%	35%
May play sports during vacation quarter	69%	52%	65%

	Parents of Non Extra-Curricular High School Students
Choice of attendance quarter	47%
May play sports during vacation quarter	53%

10B. If no, should these students be allowed to participate in sports even if they are not attending school at the time?

	All Replies	School Parents	Non-School Parents	Voters	Males
Yes	74%	69%	83%	75%	75%
No	26%	31%	17%	25%	25%

	Females	Pre School Parents	Elementary School Parents	Junior High Parents	Senior High Parents
Yes	73%	76%	73%	64%	46%
No	27%	24%	27%	36%	54%

	Out of School Parents	Private School Parents	0-4 Years Residents	4 Years or more Residents	Davis Junior High
Yes	73%	55%	83%	67%	71%
No	27%	45%	17%	33%	29%

	Eppler Junior High	Shelby Junior High	Sterling Junior High	Husband and Wife Work	Non Voters
Yes	80%	71%	78%	72%	70%
No	20%	29%	22%	28%	30%

	Parents of Athlete High School Students	Parents of Non Athlete High School Students	Parents of Extra-Curricular High School Students	Parents of Non Extra-Curricular High School Students
Yes	64%	65%	33%	68%
No	36%	35%	67%	32%

11. If a four-quarter year-round school program is established, should special privileges regarding attendance be given to students involved in such extra-curricular activities as Student Council, clubs, yearbook and newspaper staff, etc.?

	All Replies	School Parents	Non-School Parents	Voters	Males
Yes	41%	43%	37%	42%	40%
No	47%	48%	46%	46%	47%
Can't say	12%	9%	17%	12%	13%

	Females	Pre School Parents	Elementary School Parents	Junior High Parents	Senior High Parents
Yes	42%	39%	42%	41%	51%
No	48%	50%	52%	47%	41%
Can't say	10%	11%	6%	12%	8%

	Out of School Parents	Private School Parents	0-4 Years Residents	4 Years or more Residents	Davis Junior High
Yes	43%	44%	40%	42%	40%
No	45%	48%	51%	46%	52%
Can't say	12%	8%	9%	12%	8%

	Eppler Junior High	Shelby Junior High	Sterling Junior High	Husband and Wife Work	Non Voters
Yes	46%	47%	48%	51%	38%
No	38%	44%	42%	42%	55%
Can't say	16%	9%	10%	7%	7%

	Parents of Athlete High School Students	Parents of Non Athlete High School Students	Parents of Extra-Curricular High School Students	Parents of Non Extra-Curricular High School Students
Yes	54%	51%	78%	44%
No	42%	40%	22%	48%
Can't Say	4%	9%	0%	8%

11A. If yes, which one of the following two possible special privileges should be given these students?

	All Replies	School Parents	Non-School Parents	Voters	Males
Choice of attendance quarter	32%	33%	30%	33%	33%
Allowed to participate in extra-curricular activities during vacation quarter	68%	67%	70%	67%	67%

	Females	Pre School Parents	Elementary School Parents	Junior High Parents	Senior High Parents
Choice of attendance quarter	31%	27%	34%	32%	28%
Allowed to participate in extra-curricular activities during vacation quarter	69%	73%	66%	68%	72%

	Out of School Parents	Private School Parents	0-4 Years Residents	4 Years or more Residents	Davis Junior High
Choice of attendance quarter	38%	73%	29%	34%	32%
Allowed to participate in extra-curricular activities during vacation quarter	62%	27%	71%	66%	68%

	Eppler Junior High	Shelby Junior High	Sterling Junior High	Husband and Wife Work	Non Voters
Choice of attendance quarter	40%	22%	32%	32%	25%
Allowed to participate in extra-curricular activities during vacation quarter	60%	78%	68%	68%	75%

Question 11A (continued)

11A. If yes, which one of the following two possible special privileges should be given these students?

	Parents of Athlete High School Students	Parents of Non Athlete High School Students	Parents of Extra-Curricular High School Students	Parents of Non Extra-Curricular High School Students
Choice of attendance quarter	25%	29%	29%	29%
Allowed to participate in extra-curricular activities during vacation quarter	75%	71%	71%	71%

11B. If no, should these students be allowed to participate in extra-curricular activities even if they are not attending school at the time?

	All Replies	School Parents	Non-School Parents	Voters	Males
Yes	70%	68%	74%	71%	66%
No	30%	32%	26%	29%	34%

	Females	Pre School Parents	Elementary School Parents	Junior High Parents	Senior High Parents
Yes	75%	72%	70%	61%	66%
No	25%	28%	30%	39%	34%

	Out of School Parents	Private School Parents	0-4 Years Residents	4 Years or more Residents	Davis Junior High
Yes	74%	69%	75%	67%	74%
No	26%	31%	25%	33%	26%

	Eppler Junior High	Shelby Junior High	Sterling Junior High	Husband and Wife Work	Non Voters
Yes	64%	72%	73%	65%	67%
No	36%	28%	27%	35%	33%

	Parents of Athlete High School Students	Parents of Non Athlete High School Studentsx	Parents of Extra-Curricular High School Students	Parents of Extra-Curricular High School Students
Yes	70%	58%	50%	65%
No	30%	42%	50%	35%

12. Do you have any other comments you would like to make regarding the Utica Community Schools on the proposed four-quarter year-round program or any other educational issue in this community?

Year-Round School Comments

85 - Against four-quarter program
55 - In favor of four-quarter program
36 - Want children to have summer vacation (travel, camping, etc.)
25 - Want all children on vacation at same time
19 - Satisfied with current school system
7 - Would interfere with family life
5 - Harmful to children with friends on vacation at different times
4 - Schools would have to be air conditioned
4 - Would raise taxes
4 - Children would have less time to get in trouble and less boredom
4 - Utilization of school buildings
3 - Capable students will graduate quicker
3 - Would give families choice of vacations
2 - Mature students for outside world
2 - Would lower taxes
1 - Students and teachers need time off
1 - Would require bigger staff
1-- Cost of program
1 - More trades offered
1 - More variety to curricular activities
1 - I'm for it if teachers salaries don't go up
1 - Smaller classes
1 - Give advanced students extra work

General Comments

7 - More discipline needed
5 - Need more reading, writing, math
3 - Satisfied with current school system
3 - Utica school system is one of the best educational systems
3 - Need more and better qualified teachers
2 - Schools are too fancy
2 - Need no more increase in taxes
2 - System doing a good job
2 - Schools should have set rules to abide by
2 - Have appearance code regarding dress and hair
2 - Eliminate sports (money could be used for better use)
2 - Teachers not willing or interested in helping children
2 - Be more selective in choosing teachers
2 - Too much money being spent on school buildings
1 - Dress code for teachers
1 - Teachers take too many coffee breaks
1 - Need more specialized teachers (art and music)

Question 12 (continued)

1 - Televised teaching needed
1 - Do not like racial tones in high school
1 - More human relations needed
1 - Begin sex education in fourth and fifth grades
1 - Better advancement program for college
1 - Children should be able to stay for lunch without so much involvement
1 - Take away swimming and add classrooms
1 - More transportation needed
1 - Enrichment programs over emphasized
1 - More co-op programs
1 - Only homeowners should be able to vote on taxes
1 - Put stop signs at Sterling Junior High
1 - School buildings should be built up, not out
1 - Too much emphasis on sports
1 - Don't like half-day sessions
1 - Children need more counseling
1 - Have report cards with conferences
1 - More economys needed
1 - More qualified school nurses
1 - Prayer for those who wish
1 - Monitors in rest rooms
1 - More cooking classes
1 - Constructive programs for summer
1 - Vacations too long
1 - Need more languages
1 - Scheduling needs up-dated
1 - Special education for children with problems
1 - Better parking conditions
1 - More communication between police and teachers on drugs
1 - More summer recreation
1 - High school should start at eight or nine o'clock
1 - Better communication between parent and teacher
1 - Teacher should correct papers not students
1 - More trades needed

3. School Administration Reaction to Year-Round Schools

INTRODUCTION: Since a switch to a year-round school system would necessitate a large number of adjustments in the current operation of the Utica Community Schools, a decision was made to explore the administrative staff reaction to the feasibility of year-round schools. Current 52-week administrative employees were not consulted as to vacation plans since it was felt that an all-year school system would not change their plans dramatically. The concerns regarding year-round schools registered by the administrators in question 1 and 6 are, no doubt, also discussed in more detail in other sections of this study.

STATISTICAL ANALYSIS OF RESPONDENTS

Administrators	Elementary Principals	Secondary Principals and Ass't Principals
40	17	18

GENERAL FINDINGS: A majority of Utica Community Schools administrators who currently work less than 52 weeks annually would agree to work 12 months if an all-year education system were started. They would be even more in favor of working year-round if the school attendance schedules of their children could be adjusted so the entire family could take vacations at the same time. A significant number of principals also stated they would like to work year-round to assure that school facilities would be used more. They also were interested in the additional salary and fringe benefits that would accrue from a 52-week work year. Elementary school principals were particularly interested in working year-round if the fourth quarter was spent on such tasks as curriculum improvement and educational research. The three major difficulties the school district would have to face if classes were kept open for 12 months are scheduling classes and vacations for teachers and students, maintaining buildings and equipment and scheduling family vacations, the administrators stated.

Question 1. Scheduling classes and vacations for teachers and students, maintaining buildings and equipment, and scheduling family vacations are the major difficulties school district administrators feel they would face under a four-quarter year-round school program. A number of administrators are also concerned about providing air conditioning in school buildings, scheduling students involved in sports, utilization of all personnel, and curriculum revision. The administrators added that it may be difficult to determine faculty needs for a 12-month school year, to efficiently employ lunchroom and playground supervisors and to readjust testing programs, inventories, end of year reports, attendance, health services and report cards.

Question 2. More than six out of each ten (62%) of the school district's administrators who currently are employed less than 52 weeks annually would be interested in working 12 months, with extra pay or benefits. Elementary school principals were more in favor of this proposal (76%) than secondary school principals and assistant principals (36%). The major reason given by the administrators for wishing to work more weeks was their belief that school facilities should be used more (86%). A large number of administrators favoring the proposal (62%) also said that the additional salary or fringe benefits would be an incentive. Secondary school principals and assistant principals were particularly in favor of keeping school open year-round so that the facilities could be used more (100%). The primary objections to working year-round were a desire to spend more time with families (78%) and to supplement incomes with other jobs (78%).

Question 3. Slightly more than half of the administrators (55%) would prefer to have their vacations during the summer if a four-quarter year-round school program were started. Of the remaining administrators, 18% said they wished to take their vacations during the fall, while another 20% were undecided.

Question 4. More than six of each ten administrators (64%) stated they would be interested in working year-round if the fourth quarter was spent on such professional tasks as curriculum improvement, educational research, etc. This number was not significantly different than the number of administrators who stated they would be interested in working year-round (62%) in question 1. However, a greater number of elementary principals (88%) were attracted to the possibility of working year-round with one quarter devoted to curriculum improvement, etc. This was a larger response than elementary principals gave to question 1, which asked simply if they wished to work year-round (76%).

Question 5. Three out of four administrators (75%) indicated they would be willing to take an off-season vacation if the rest of their family could get away at the same time. This was particularly true of elementary principals (94%). However, 27% of the secondary principals and assistant principals were undecided about their responses to this question.

Question 6. The replies to question 6 were similar to the replies to question 1. The general concerns expressed were the need for adjustments on the part of parents, students and teachers and the availability of books, materials and equipment.

YEAR-ROUND SCHOOLS ADMINISTRATIVE STAFF SURVEY

1. Considering your on-the-job tasks, what things would be most difficult to do if schools were kept open for 12 months?

ALL RESPONDENTS

19 - Scheduling classes and vacations for teachers and students
10 - Maintaining buildings and equipment
15 - Scheduling family vacations (vacation at same time)
8 - Lack of air conditioning
7 - Scheduling students involved in sports
6 - Utilization of personnel
5 - Curriculum revised
4 - Difficult to determine faculty need for entire year
4 - Enrollment of placements of students
3 - Employment of lunchroom and playground supervisors
3 - Decrease efficiency of administrators
3 - Increased operational expenses
3 - Adjusting students to summer session
2 - Understaffed in certain subjects
2 - Total testing program would have to be rescheduled
2 - Teacher- student adjustment would be greater
2 - End of year reports and inventory, etc.
2 - Encounter attendance problems
2 - Additional manpower needed at warehouse to handle and deliver supplies
1 - Total re-organization of school buildings
1 - Health services scheduled twice a year
1 - More physical education classes would be needed
1 - Data processing report cards would require changes
1 - Difficult to fix graduation dates
1 - Pupil loses group identity
1 - Would be an asset for after school enrichment programs

2. Would you be interested in working year-round, with extra pay or benefits to be determined?

	All Replies		Elementary Principals		Secondary Principals and Ass't Principals	
	No.	%	No.	%	No.	%
Yes	21	62%	13	76%	4	36%
No	9	26%	4	24%	3	28%
Undecided	4	12%	0	0%	4	36%

2A. If yes, what are the major reasons? (NOTE: The responses below total more than 100% because persons were asked to reply to as many of the reasons as they wished.)

	All Replies		Elementary Principals		Secondary Principals and Ass't Principals	
	No.	%	No.	%	No.	%
Additional salary or fringes	13	62%	8	61%	1	25%
Students need more school time	10	48%	6	46%	2	50%
School facilities should be used more	18	86%	10	77%	4	100%
Other	4	19%	3	23%	0	0%

2B. If your answer is no, what are your major objections to working year-round? (NOTE: The responses below total more than 100% because persons were asked to reply to as many of the reasons as they wished.)

	All Replies		Elementary Principals		Secondary Principals and Ass't Principals	
	No.	%	No.	%	No.	%
Air conditioning concern	2	22%	1	25%	3	100%
More time with family	7	78%	3	75%	1	33%
Take summer courses	4	44%	3	75%	2	67%
Supervice own children	4	44%	1	25%	2	67%
Supplement income	7	78%	4	100%	0	0%
Other	2	22%	0	0%	0	0%

3. If the Utica Community Schools were to begin a four-quarter year-round school program, when would you prefer to have your vacation?

	All Replies		Elementary Principals		Secondary Principals and Ass't Principals	
	No.	%	No.	%	No.	%
Winter	1	2%	1	6%	0	0%
Spring	2	5%	2	12%	0	0%
Summer	22	55%	8	47%	7	64%
Fall	7	18%	5	29%	1	9%
Undecided	8	20%	1	6%	3	27%

4. Would you be interested in working year-round if the fourth quarter was spent on such professional tasks as curriculum improvement, educational research, conferences, seminars and workshops, etc?

	All Replies		Elementary Principals		Secondary Principals and Ass't Principals	
	No.	%	No.	%	No.	%
Yes	25	64%	15	88%	5	46%
No	7	18%	2	12%	3	27%
Undecided	7	18%	0	0%	3	27%

5. I would agree to take an off-season vacation if the rest of my family could get away at the same time.

	All Replies		Elementary Principals		Secondary Principals and Ass't Principals	
	No.	%	No.	%	No.	%
Yes	30	75%	16	94%	7	64%
No	2	5%	1	6%	1	9%
Undecided	8	20%	0	0%	3	27%

6. Do you have any other general concerns about a year-round school program?

    4 - Adjustments would be needed on part of parents, students and teachers
    3 - Availability of books, materials, equipment, etc.
    2 - Elementary should not be involved in year-round school program
    2 - Staffing teachers during summer months
    2 - Interfer with summer recreation program
    1 - Would have to offer top quality programs all four quarters
    1 - Children need summer to grow and develop their bodies
    1 - Cost of adding air conditioning
    1 - Flexible schedules needed for staff wanting to take graduate classes
    1 - Problem of bus transportation
    1 - Impact on curriculum
    1 - Health problems might be created because of winter vacations
    1 - Assistant principals would be a must in elementary schools

4. Certified Staff Reaction to Year-Round Schools

INTRODUCTION: The interest and reaction of instructional personnel to a four-quarter year-round school program will have a major effect on its possibilities for success. Therefore, it was decided to seek the opinion of the school district's approximately 860 teachers to the instructional implications of all-year schooling. The survey was first distributed on a pilot basis to a staff of 50 teachers at a junior high school. Minor changes were made following the pre-test and 627 of the school district's remaining approximately 815 teachers returned the final survey. This represents an excellent response.

STATISTICAL ANALYSIS OF CERTIFIED STAFF RESPONDENTS

All Teachers	Elementary Teachers	Junior High Teachers	Senior High Teachers
627	329	142	121

Male Teachers	Female Teachers	Married Teachers	Unmarried Teachers
195	394	377	177

All Teachers 0-5 Years Experience	All Teachers 5-10 Years Experience	All Teachers 10 + Years Experience
307	129	155

Elementary Teachers 0-5 Years Experience	Elementary Teachers 5-10 Years Experience	Elementary Teachers 10 + Years Experience
188	70	71

Secondary Teachers 0-5 Years Experience	Secondary Teachers 5-10 Years Experience	Secondary Teachers 10 + Years Experience
119	59	83

(NOTE: A small number of respondents did not complete the portion of the survey that requested personal information. Therefore, the various categories of the respondents will not total the number of teachers that returned the surveys.)

GENERAL FINDINGS: Approximately one-quarter of the teaching staff in the Utica Community Schools is interested in working year-round. This includes approximately one-half of the male teachers in the school district and one-third of the senior high school teachers. Fewer than one in four female teachers would like to work all year. The major reasons given by those teachers who are interested in working year-round were extra pay and/or benefits, better utilization of buildings and potential curricular advantages. The major reasons given by those teachers who opposed to working year-round were a desire to teach only ten months a year, to travel, to take advanced courses during the summer and to spend more time with their family. Approximately 40% of the instructional staff stated they would be interested in working year-round if one quarter was spent on such professional tasks as curriculum improvement and educational research. If a four-quarter year-round school program were started, approximately two out of each three teachers in the school district would prefer to have their vacation during the summer. However, only slightly more than half of the instructional staff with 10 + years experience were interested in the summer vacation. About one out of every four teachers stated they would agree to take a vacation other than the summer if the student members and other wage earners in their family could also get away at the same time. If schools were open year-round, the largest number of teachers would prefer that classes be held for four consecutive quarters and they teach for three of the four quarters (Staggered Four-Quarter Plan). The respondents stated they felt that the potential for greater utilization of school buildings and improved and expanded curriculums are the biggest advantages of a four-quarter year-round school program. Conversely, they stated that coordinating and scheduling classes and vacations for parents and teachers, and a lack of air conditioning, were the biggest disadvantages of the proposed system.

(For a copy of the questions, please refer to the attached survey results or see Appendix B.)

SPECIFIC CONCLUSIONS:

Question 1. Approximately one-quarter (26%) of the teaching staff in the Utica Community Schools that responded to the survey is interested in working year-round. Of the remaining respondents, 65% said they were not interested and 9% were undecided. A large number of male teacher respondents (48%) said they were interested in working year-round, while 43% were not interested and 9% were undecided. Fewer than one-in-five (17%) female teacher respondents were interested in working year-round, while 75% were definitely opposed to it and 8% undecided. Senior high teachers (33%) were more interested in working year-round than elementary teachers (24%) and junior high teachers (27%). Unmarried teachers favored the proposal (32%) by a larger margin than married teachers (25%). Secondary teachers with 10 + years experience were more in favor of working year-round (37%) than elementary school teachers with 10 + years experience (16%). There were no significant variations from the total responses in the replies of elementary teachers with 0-5 or 5-10 years of experience, nor secondary teachers with 0-5 or 5-10 years experience. Among those teachers who stated they were interested in working year-round, the major reasons given were extra pay and/or benefits (76%), better utilization of buildings (61%) and potential curricular advantages (52%). The incentive of extra pay and/or benefits appealed more to teachers with 0-5 years experience (82%) than to those with 5-10 years experience (74%) and 10 + years experience (62%). Teachers with 0-5 years experience were also more interested in the potential curricular advantages (59%) and better utilization of buildings (65%) under a year-round school program than were teachers with 5-10 years experience (39%, 52%) or 10 + years experience (49%, 58%). Approximately seven of each ten teachers who opposed working year-round gave as their major reasons a desire to teach only 10 months a year (69%) and a desire to travel (71%). Approximately half of these respondents also wished to take advanced courses during the summer (55%) and to spend more time with their family (50%). A large number of secondary teachers (80%) with 10 + years experience stated they were opposed to all-year school because they only wanted to teach 10 months a year. Approxi-

Question 1. mately one-half of the elementary teachers (52%) with 10 + years experience stated the lack of summer air conditioning in buildings was another reason they were not interested in working year-round. A significant number of married teachers (63%) and elementary teachers with 5-10 years experience (75%), stated they were against year-round schooling because they wished to spend more time with their family. More than eight of each ten secondary teachers with 0-5 years experience (83%) gave a desire to take advanced courses during the summer as a major reason they were against year-round employment. This was also true of nearly seven of each ten unmarried teachers (68%).

Question 2. Approximately two out of each three teachers (64%) in the Utica Community Schools would prefer to have their vacation during the summer. The remaining preferences were as follows: winter, 17%; spring, 4%; fall 8%; undecided, 17%. Fewer teachers with 10 + years experience (55%) were interested in a summer vacation than the general respondents. There were no other significant variations from the total replies among the various categories of respondents.

Question 3. If schools were open year-round, the largest number of teachers (39%) would prefer that school be open for four consecutive quarters and they teach for three of the four quarters (Staggered Four-Quarter Plan). Twenty-two percent of the respondents stated they would favor a four-quarter plan whereby they could teach classes for a longer period of time each day and then receive an additional one month vacation in the summer (Twelve-Four Four-Quarter Plan). Thirteen percent of the respondents stated they would favor a four-quarter plan whereby they would teach classes for a longer period of time each day and then receive an additional week of vacation between each quarter (Twelve-One Four-Quarter Plan). A large number of teachers (26%) were undecided about their preference. Elementary teachers with 5-10 years experience were particularly in favor of the Staggered Four-Quarter Plan (46%), while junior high teachers (27%) were the least enthusiastic about it. Male teachers (31%) and secondary teachers with 5-10 years experience (33%) favored the Twelve-Four Four-Quarter Plan the

Question 3. most, while elementary teachers with 10 + years experience were the least enthusiastic about it (14%). There were no other variations from the total replies among the various categories of respondents.

Question 4. Approximately four of each ten teacher respondents (41%) stated they would be interested in working year-round if their fourth quarter of employment was devoted to professional tasks other than their normal classroom duties. A total of 53% of the instructional staff was opposed to this proposal, and the remaining 6% were undecided. This response was a 15% increase over the number of teachers who stated in question 1 that they would be interested in working year-round for a variety of other reasons. Male teachers were particularly interested in this proposal (55%). There were no significant variations in the general response among the various categories of respondents.

Question 5. Approximately one of every four teachers (26%) stated they would agree to take a vacation other than during the summer if the student members and other wage earners in their family could also get away at the same time. Nearly one out of each five of the respondents (18%) stated they would agree to take a vacation other than the summer if only other wage earners in their famlly could also get away at the same time, while fewer than one in ten (7%) said they would take a vacation other than during the summer if the student members of the family could also get away at the same time. Nearly half of the respondents (49%) said none of the proposals appealed to them. An analysis of the replies revealed than 17% of male teachers and 18% of secondary teachers with 10 + years of experience would agree to taking a vacation other than the summer if student members of their family could get away at the same time, while only 4% of the female teachers were attracted to this proposal. There were no other significant deviations from the total replies in the remaining categories of respondents.

Question 6. Teachers in the Utica Community Schools feel that greater utilization of school buildings is the single biggest advantage of a four-quarter year-round school program. They also feel that all-year schooling could permit an improved and expanded curriculum, full-year

Question 6. employment and added income, better utilization of taxpayer funds, reeducation in class sizes, and flexible vacation opportunities. Still other advantages were extended use of personnel staff, an opportunity for advanced students to accelerate, the addition of enrichment programs, and less loss of knowledge by students between quarters.

Question 7. Teachers in the Utica Community Schools stated that the difficulty of arranging the same vacation period for all children in one family is the biggest single disadvantage of a four-quarter year-round school program. They also are concerned about a lack of air conditioning during summer classes, coordinating and scheduling classes and vacations, and community, staff and public acceptance. Other concerns listed were a need for children to grow physically and socially during the summer months, the mental attitudes of instructors who teach all year, adequate staffing, lack of time to take advanced courses, maintenance cost and problems, and curriculum revision.

Question 8. The replies to this question were not significantly different than the information obtained about the four-quarter year-round school program in previous questions.

YEAR-ROUND SCHOOLS CERTIFIED STAFF SURVEY

1. Would you be interested in working year-round?

	All Teachers	Elementary Teachers	Junior High Teachers	Senior High Teachers
Yes	26%	24%	27%	33%
No	65%	67%	64%	60%
Undecided	9%	9%	9%	7%

	Male Teachers	Female Teachers	Married Teachers	Unmarried Teachers
Yes	48%	17%	25%	32%
No	43%	75%	65%	63%
Undecided	9%	8%	10%	5%

	All Teachers 0-5 Years Experience	All Teachers 5-10 Years Experience	All Teachers 10 + Years Experience
Yes	28%	24%	28%
No	63%	67%	65%
Undecided	9%	9%	7%

	Elementary Teachers 0-5 Years Experience	Elementary Teachers 5-10 Years Experience	Elementary Teachers 10 + Years Experience
Yes	28%	21%	16%
No	62%	74%	73%
Undeckded	10%	5%	11%

	Secondary Teachers 0-5 Years Experience	Secondary Teachers 5-10 Years Experience	Secondary Teachers 10 + Years Experience
Yes	26%	27%	37%
No	66%	59%	59%
Undecided	8%	14%	4%

1A. If your answer is yes, what are your major reasons for wanting to work year-round?

(NOTE: The responses below total more than 100% because persons were asked to reply to as many as they wished.)

A. Extra pay and/or benefits to be determined.

B. Potential curricular advantages.

C. Students need more education these days, and I feel a professional responsibility to help them get it by working longer each year if necessary.

D. Better utilization of buildings.

E. It would reduce criticism that teaching is not a full-time profession.

F. Other

	All Teachers	Elementary Teachers	Junior High Teachers	Senior High Teachers
A.	76%	78%	74%	75%
B.	52%	50%	62%	48%
C.	24%	25%	20%	23%
D.	61%	65%	64%	48%
E.	29%	29%	26%	30%
F.	23%	15%	33%	28%

	Male Teachers	Female Teachers	Married Teachers	Unmarried Teachers
A.	80%	69%	77%	72%
B.	47%	60%	45%	61%
C.	24%	20%	22%	28%
D.	64%	55%	66%	54%
E.	33%	21%	32%	21%
F.	23%	43%	24%	25%

	All Teachers 0-5 Years Experience	All Teachers 5-10 Years Experience	All Teachers 10 + Years Experience
A.	82%	74%	62%
B.	59%	39%	49%
C.	27%	10%	26%
D.	65%	52%	58%
E.	28%	32%	26%
F.	18%	32%	28%

Question 1A (conintued)

1A. If your answer is yes, what are your major reasons for wanting to work year-round?

(NOTE: The responses below total more than 100% because persons were asked to reply to as many of the reasons as they wished.)

A. Extra pay and/or benefits to be determined.

B. Potential curricular advantages.

C. Students need more education these days, and I feel a professional responsibility to help them get it by working longer each year if necessary.

D. Better utilization of buildings.

E. It would reduce criticism that teaching is not a full-time profession.

F. Other

	Elementary Teachers 0-5 Years Experience	Elementary Teachers 5-10 Years Experience	Elementary Teachers 10 + Years Experience
A.	83%	73%	55%
B.	56%	33%	45%
C.	26%	20%	27%
D.	65%	53%	82%
E.	26%	40%	27%
F.	9%	20%	36%

	Secondary Teachers 0-5 Years Experience	Secondary Teachers 5-10 Years Experience	Secondary Teachers 10 + Years Experience
A.	81%	75%	68%
B.	65%	44%	48%
C.	29%	0%	26%
D.	65%	50%	48%
E.	32%	25%	26%
F.	32%	44%	23%

1B. If your answer is no, what are your major objections to working year-round?

(NOTE: The responses below total more than 100% because persons were asked to reply to as many of the reasons as they wished.)

A. Only want to teach ten months a year.
B. Concerned about air conditioning in buildings during the summer.
C. Want to spend more time with the family.
D. Want to take advanced courses during the summer.
E. Want to supervise my children's activities.
F. Want to supplement my income with another kind of job.
G. Want to travel.
H. Record keeping.
I. Teaching assignment.
J. Other

	All Teachers	Elementary Teachers	Junior High Teachers	Senior High Teachers
A.	69%	72%	62%	66%
B.	34%	37%	30%	38%
C.	50%	56%	47%	36%
D.	55%	53%	56%	58%
E.	27%	30%	32%	13%
F.	12%	12%	12%	14%
G.	71%	70%	75%	75%
H.	1%	3%	0%	0%
I.	4%	5%	1%	6%
J.	16%	12%	20%	19%

	All Teachers	Female Teachers	Married Teachers	Unmarried Teachers
A.	62%	71%	69%	68%
B.	39%	34%	37%	34%
C.	48%	51%	63%	21%
D.	50%	56%	47%	68%
E.	20%	30%	38%	6%
F.	25%	9%	9%	17%
G.	64%	74%	73%	72%
H.	1%	2%	2%	1%
I.	4%	5%	5%	4%
J.	20%	14%	14%	17%

	All Teachers 0-5 Years Experience	All Teachers 5-10 Years Experience	All Teachers 10 + Years Experience
A.	65%	62%	78%
B.	29%	37%	46%
C.	43%	64%	52%
D.	73%	43%	30%
E.	16%	43%	36%
F.	15%	7%	19%
G.	70%	68%	79%
H.	1%	5%	1%
I.	3%	3%	8%
J.	12%	18%	18%

Question 1B (continued)

1B. If your answer is no, what are your major objections to working year-round?

(NOTE: The responses below total more than 100% because persons were asked to reply to as many of the reasons as they wished.)

A. Only want to teach ten months a year.
B. Concerned about air conditioning in buildings during the summer.
C. Want to spend more time with the family.
D. Want to take advanced courses during the summer.
E. Want to supervise my children's activities.
F. Want to supplement my income with another kind of job.
G. Want to travel.
H. Record keeping.
I. Teaching assignment.
J. Other

	Elementary Teachers 0-5 Years Experience	Elementary Teachers 5-10 Years Experience	Elementary Teachers 10 + Years Experience
A.	70%	71%	77%
B.	28%	40%	52%
C.	49%	75%	54%
D.	66%	50%	27%
E.	18%	50%	38%
F.	16%	10%	4%
G.	68%	65%	77%
H.	1%	8%	2%
I.	3%	4%	12%
J.	12%	17%	6%

	Secondary Teachers 0-5 Years Experience	Secondary Teachers 5-10 Years Experience	Secondary Teachers 10 + Years Experience
A.	59%	49%	80%
B.	30%	31%	39%
C.	33%	49%	51%
D.	83%	31%	33%
E.	13%	31%	33%
F.	10%	3%	24%
G.	72%	71%	82%
H.	0%	0%	0%
I.	1%	3%	4%
J.	13%	20%	31%

2. If the Utica Community Schools were to begin a four-quarter year-round school program, when would you prefer to have your vacation?

	All Teachers	Elementary Teachers	Junior High Teachers	Senior High Teachers
Winter	7%	7%	11%	6%
Spring	4%	4%	4%	3%
Summer	64%	66%	61%	64%
Fall	8%	9%	6%	6%
Undecided	17%	14%	18%	21%

	Male Teachers	Female Teachers	Married Teachers	Unmarried Teachers
Winter	10%	7%	7%	9%
Spring	3%	5%	3%	6%
Summer	59%	66%	62%	70%
Fall	10%	7%	9%	7%
Undecided	18%	15%	19%	8%

	All Teachers 0-5 Years Experience	All Teachers 5-10 Years Experience	All Teachers 10 + Years Experience
Winter	8%	5%	8%
Spring	3%	5%	6%
Summer	69%	65%	55%
Fall	8%	6%	10%
Undecided	12%	19%	21%

	Elementary Teachers 0-5 Years Experience	Elementary Teachers 5-10 Years Experience	Elementary Teachers 10 + Years Experience
Winter	7%	6%	7%
Spring	3%	4%	6%
Summer	69%	69%	56%
Fall	10%	4%	13%
Undecided	11%	17%	18%

	Secondary Teachers 0-5 Years Experience	Secondary Teachers 5-10 Years Experience	Secondary Teachers 10 + Years Experience
Winter	11%	3%	10%
Spring	3%	5%	5%
Summer	69%	61%	54%
Fall	3%	9%	8%
Undecided	14%	22%	23%

3. Rate your preferences 1, 2 and 3 for the following possible plans for arranging school on a four-quarter year-round basis.

   A. School would be open for four consecutive quarters and you would be required to teach for three of the four quarters. (Staggered Four-Quarter Plan)

   B. School would be open for four consecutive quarters, but for a longer period of time each day. You would be required to teach for three of the four quarters. You would receive an additional one month vacation in the summer. (Twelve-Four Four-Quarter Plan)

   C. School would be open for four consecutive quarters, but each school day would be a little longer. You would be required to teach for three of the four quarters. You would receive an addtional week of vacation between each quarter. (Twelve-One Four-Quarter Plan)

   D. Undecided

	All Teachers	Elementary Teachers	Junior High Teachers	Senior High Teachers
A.	39%	41%	27%	42%
B.	22%	19%	31%	22%
C.	13%	14%	15%	15%
D.	26%	26%	27%	21%

	Male Teachers	Female Teachers	Married Teachers	Unmarried Teachers
A.	31%	42%	37%	39%
B.	31%	19%	23%	23%
C.	14%	13%	13%	15%
D.	24%	26%	27%	23%

	All Teachers 0-5 Years Experience	All Teachers 5-10 Years Experience	All Teachers 10 + Years Experience
A.	39%	39%	35%
B.	23%	25%	20%
C.	15%	11%	13%
D.	23%	25%	32%

Question 3 (continued)

3. Rate your preferences 1, 2 and 3 for the following possible plans for arranging school on a four-quarter year-round basis.

   A. School would be open for four consecutive quarters and you would be required to teach for three of the four quarters. (Staggered Four-Quarter Plan)

   B. School would be open for four consecutive quarters, but for a longer period of time each day. You would be required to teach for three of the four quarters. You would receive an additional one month vacation in the summer. (Twelve-Four Four-Quarter Plan)

   C. School would be open for four consecutive quarters, but each school day would be a little longer. You would be required to teach for three of the four quarters. You would receive an additional week of vacation between each quarter. (Twelve-One Four-Quarter Plan)

   D. Undecided

	Elementary Teachers 0-5 Years Experience	Elementary Teachers 5-10 Years Experience	Elementary Teachers 10 + Years Experience
A.	40%	46%	41%
B.	22%	18%	14%
C.	17%	7%	7%
D.	21%	29%	38%

	Secondary Teachers 0-5 Years Experience	Secondary Teachers 5-10 Years Experience	Secondary Teachers 10 + Years Experience
A.	38%	31%	28%
B.	25%	33%	27%
C.	13%	16%	18%
D.	24%	20%	27%

4. Would you be interested in working year-round if the fourth quarter were spent on professional tasks other than your normal classroom duties? This could include curriculum improvement, educational research, conferences, seminars and workshops, and supervising enrichment programs.

	All Teachers	Elementary Teachers	Junior High Teachers	Senior High Teachers
Yes	41%	42%	42%	44%
No	53%	52%	55%	51%
Undecided	6%	6%	3%	5%

	Male Teachers	Female Teachers	Married Teachers	Unmarried Teachers
Yes	55%	35%	42%	44%
No	43%	57%	54%	51%
Undecided	2%	8%	4%	5%

	All Teachers 0-5 Years Experience	All Teachers 5-10 Years Experience	All Teachers 10 + Years Experience
Yes	45%	41%	38%
No	51%	54%	54%
Undecided	4%	5%	8%

	Elementary Teachers 0-5 Years Experience	Elementary Teachers 5-10 Years Experience	Elementary Teachers 10 + Years Experience
Yes	48%	39%	28%
No	47%	59%	58%
Undecided	5%	2%	14%

	Secondary Teachers 0-5 Years Experience	Secondary Teachers 5-10 Years Experience	Secondary Teachers 10 + Years Experience
Yes	39%	44%	46%
No	58%	47%	51%
Undecided	5%	9%	3%

5. I would agree to taking a vacation other than the summer if the following members of my family could get away at the same time.

   A. Student members
   B. Other wage earners in my family
   C. Both student members and other wage earners in my family
   D. None of the above appeal to me

	All Teachers	Elementary Teachers	Junior High Teachers	Senior High Teachers
A.	7%	6%	11%	9%
B.	18%	19%	17%	17%
C.	26%	29%	25%	19%
D.	49%	46%	47%	55%

	Male Teachers	Female Teachers	Married Teachers	Unmarried Teachers
A.	17%	4%	11%	3%
B.	14%	20%	21%	10%
C.	27%	25%	32%	15%
D.	42%	51%	36%	72%

	All Teachers 0-5 Years Experience	All Teachers 5-10 Years Experience	All Teachers 10 + Years Experience
A.	3%	14%	12%
B.	22%	12%	15%
C.	27%	28%	23%
D.	48%	46%	50%

	Elementary Teachers 0-5 Years Experience	Elementary Teachers 5-10 Years Experience	Elementary Teachers 10 + Years Experience
A.	4%	14%	4%
B.	22%	12%	18%
C.	30%	33%	20%
D.	44%	41%	58%

	Secondary Teachers 0-5 Years Experience	Secondary Teachers 5-10 Years Experience	Secondary Teachers 10 + Years Experience
A.	3%	14%	18%
B.	23%	14%	12%
C.	21%	22%	25%
D.	53%	50%	45%

6. What do you see as the biggest advantage of a four-quarter year-round school program?

268 - Greater utilization of school buildings
82 - Improved and expanded curriculum
60 - Full year employment and added income for teachers
33 - Better utilization of taxpayers money and might cut taxes
32 - Reduce class size
30 - Provide a variety and opportunities for vacations
21 - Extended use of personnel staff
20 - Opportunity for advanced student to accelerate
17 - Could offer more enrichment programs
16 - Increase opportunity for slow learner
16 - Students could graduate at earlier age
14 - Loss of knowledge could be minimized
8 - Would keep children occupied in summer
6 - Teachers being placed on same level as other professionals
5 - Could accommodate more children in schools
5 - Student could repeat failed subjects immediately
4 - More time for field trips and physical education
3 - More flexible and diversified schedule
3 - Better job opportunities for students in off seasons
2 - Meet the needs of parents who can't or don't want summer vacations
1 - Reduce traffice at specific time of year
1 - Would need less teachers

7. What do you see as the biggest disadvantage of a four-quarter year-round school program?

141 - Arranging same vacation period for all children in one family
83 - Lack of air conditioning
82 - Coordinating and scheduling classes and vacations
71 - Scheduling vacations for parents and teachers
69 - Restlessness and attention span of students in summer months
56 - Community, staff and public acceptance
30 - Summer months are needed to grow physically and socially
27 - Mental attitudes of teachers who teach all year
27 - Adequate staffing would be a problem
25 - Lack of time for staff to take advanced courses
23 - Maintenance cost and problems
11 - Curriculum revision
8 - Athletic program would suffer (also band)
8 - Children graduating too young to get jobs
7 - Dislike longer school day
7 - High absentee rate in summer months
6 - Not feasible for longer days
4 - Enrollment of children
4 - Transportation problem
3 - Progression of subjects from quarter to quarter
2 - Textbooks not written for year-round schools
2 - Lack of materials
2 - Would need special curriculum and enrichment courses

8. Do you have any other comments about the Utica Community Schools or about the proposed four-quarter year-round school program?

49 - Against four-quarter program
34 - In favor of four-quarter program
32 - Concerned with extra cost of four-quarter program
13 - Use summers for large enrichment programs
10 - Satisfied with Utica School System
10 - Four-quarter program has more disadvantages than advantages
9 - Four-quarter program would continue to demonstrate our leadership in system
8 - Re-scheduling teachers salaries
6 - Need a renewal of curriculum and teaching practices
5 - Need more organization and public relations
3 - Students are being pushed along
3 - Study running schools on a double shift, increasing building use 100% and have summer off
3 - Would four-quarter program effect benefits?
2 - Need more vocational programs
2 - Need to improve communications
2 - Need more physical education in elementary schools
2 - Would like to see one quarter devoted to children who have difficulties
2 - Fail to understand requirements and duties of reading consultants
1 - Teachers should have more authority in classrooms
1 - Ungraded school might be more effective so children can move at own speed
1 - More implementation in area of slow learner
1 - Classroom membership is too large
1 - Rather see shorter days if we had school all year round

5. Year-Round School Student Survey

INTRODUCTION: The year-round school concept has perhaps more implications for students than any other single group of persons in the Utica Community Schools. Any changes that year-round schools might create could force students to make adjustments in their personal, educational and employment plans. Therefore, it was deemed necessary to explore student reaction to the implications of all-year schooling. A survey was prepared and distributed to all ninth and eleventh grade students in the Utica Community Schools along with an area parochial high school, as well as an eighth grade class of students in another area parochial school. A total of approximately 2,450 students returned the questionnaire. Later discussion revealed that it would have been extremely time-consuming and costly to tabulate each survey. A decision was reached to tabulate one of every four surveys that were returned. The replies of 612 students were used for this final report. According to the "Sampling and Statistics Handbook for Surveys in Education," prepared by the research division of the National Education Association, the confidence level of this student survey report is 98% with a permissable error proportion of .04%.

STATISTICAL ANALYSIS OF STUDENT RESPONDENTS

	All Replies	Eighth Grade	Ninth Grade	Eleventh Grade	No Answer
No. Respondents	612	12	354	220	26

GENERAL FINDINGS: A large proportion of junior and senior high school students in the Utica Community Schools have held part-time jobs (44%) while in school. This was particularly true of eleventh grade students (57%). More than half of the student respondents (54%) also currently worked either full-time (23%) or part-time (31%) during their summer vacation. Approximately nine out of each ten students also leave town for some time during the summer, primarily for a week or two (78%). Nearly one in five students (17%) stated they are out of town all summer long. The employment and vacation schedules of these students should be carefully considered while exploring the possibility of switching to a four-quarter program that would involve mandatory student scheduling. Approximately nine out of each ten student respondents would prefer to have their vacation during the summer if a four-quarter year-round school program is started. Students did not reach a consensus on the type of four-quarter year-round school schedule they would prefer if such a system were started, and a significant nmmber (36%) were undecided. Students were evenly divided on whether they would approve of some type of year-round school program whereby they could attend a summer session strictly on a tuition basis to broaden or accelerate their education. Of those students who did favor an optional summer attendance program, physical education-recreation courses were the piority selections for addition to the curriculum. The respondents were nearly evenly divided on whether they would like to have academics, enrichment, trade-industrial, language and business courses added to the curriculum for a summer program. Approximately 60% of the student respondents were in favor of allowing fellow classmates who are involved in athletics or extra-curricular activities to participate in these events during their vacation quarter under a year-round school program. When asked for general comment about year-round schools, the replies reinforced their general opposition to a calendar schedule that would alter the summer vacation pattern. A significant number of respondents stated that the entire proposed new program was still very confusing to them. Those students who favored the year-round program specified that they also wished to select the quarters they would attend school.

SPECIFIC CONCLUSIONS:

Question 1. A large proportion of student respondents (44%) to the survey stated they have held part-time jobs while they are in school. This was particularly true of eleventh grade students (57%).

Question 2. More than half of the student respondents (54%) currently work either full-time (23%) or part-time (31%) during their summer vacation. Slightly more than five out of each ten working students are employed during the day, while approximately one-third of the remainder work during both the day and evening, and the balance are employed in the evening. Approximately one-third (36%) of the eleventh grade respondents stated they work full-time during the summer. There were no other differences in the replies among the various categories of respondents.

Question 3. The overwhelming majority of students (89%) leave town for some time during the summer. Approximately eight out of each ten students (78%) leave town for a week or two, while 17% stated they are out of town all summer long. There were no significant variations in the replies among the various categories of respondents.

Question 4. Approximately nine out of each ten student respondents (88%) stated they would prefer to have their vacation during the summer if the Utica Community Schools were to begin a four-quarter year-round school program. The remaining vacation preferences were: winter, 4%; spring, 3%; fall, 2%, and no answer, 3%. There were no significant variations in replies among the various categories of respondents.

Question 5. Student respondents did not reveal a consensus on the type of four-quarter year-round school schedule they would prefer under such a system and a significant number (36%) were undecided. Twenty-three percent of the respondents stated that if a year-round program were started, they would prefer that school be open for four consecutive quarters and students be required to attend classes for three of the four quarters (Answer A, the Staggered Four-Quarter Plan). Thirty-one percent of the respondents said they would prefer that each school day be a little longer and the extra class time be used to give all

Question 5 (continued)

Question 5. students an additional one month vacation period in the summer (Answer B, the Twelve-Four Plan). Ten percent of the student respondents preferred that each school day be a little longer and the extra class time be used to add a week of vacation between each quarter (Answer C, the Twelve-One Plan). There were no significant variations in the replies among the various categories of respondents.

Question 6. Student respondents were evenly divided on whether they would approve of some type of year-round school program whereby they could attend a summer session strictly on a tuition basis to broaden or accelerate their education. Forty-one percent favored the proposal, 41% were against it and the remaining 18% were undecided. There were no significant variations in the replies among the various categories of respondents.

Question 6A. Physical education-recreation courses were the priority selections by students for addition to the curriculum if a year-round program permitted an increase in educational programs. Sixty percent of the respondents recommended additional physical education-recreation courses during the summer. The respondents were nearly evenly divided on the need for the following additional courses: academics (29%), enrichment (29%), trade-industrial (24%), languages (22%), and business (21%). There were no significant variations in the replies among the various categories of respondents.

Question 7. Approximately two-thirds (66%) of the student respondents stated that special privileges regarding school attendance should be given to students who are involved in junior varsity and varsity sports (27% no and 7% undecided). There were no significant variations in the replies of the various categories of respondents.

Question 7A. Approximately two-thirds of those students who favored the granting of special attendance privileges to athletes stated the privilege should be to allow the students to participate in sports during their vacation quarter (68%). There were significant variations in the replies of the various categories of respondents.

Question 7B. Approximately six of each ten students (58%) who were opposed to granting special attendance privileges to athletes felt they should nevertheless be allowed to participate in sports even if they were on vacation. There were no significant variations in the replies of the various categories of respondents.

Question 8. One-half of the student respondents (50%) stated that special privileges regarding attendance should be extended to students involved in such extra-curricular activities as Student Council, club, yearbook, and newspaper staff, etc. Forty-two percent of the students were opposed to it and 7% were undecided. There were no significant variations in the replies of the various categories of respondents.

Question 8A. Approximately six out of each ten students (59%) who favored granting special attendance privileges to students involved in extra-curricular activities stated the privilege should be to allow the students to participate during their vacation quarter. There were no significant variations in the replies of the various categories of respondents.

Question 8B. Slightly more than five out of each ten students opposed to granting special attendance privileges to students involved in extra-curricular activities (52%) felt they should nevertheless be allowed to participate in the activities during their vacation quarter. There were no significant variations in the replies of the various categories of respondents.

Question 9. The replies to this open question reinforced preceding survey results indicating students are opposed to a year-round education program, particularly if it would affect their current summer vacation schedule. A significant number of respondents (76) pointed out that the entire proposed new program was still very confusing to them. Others stated that a four-quarter program with mandatory student scheduling would create friendship and employment conflicts. They were also concerned about a lack of air conditioning in school buildings during the summer and about taxes being increased to supoport the program. Those students who said they favored the year-round program (96) specified that they also wished to select the quarters they would attend school. A number of students said they favored the program if it would improve curriculum offerings, increase their knowledge, and perhaps allow them to graduate sooner.

YEAR-ROUND SCHOOLS STUDENT SURVEY

1. Have you held a part-time job while you are in school?

	All Replies	Eighth Grade	Ninth Grade	Eleventh Grade
Yes	44%	17%	35%	57%
No	55%	83%	64%	41%
No Answer	1%	0%	1%	2%

2. What do you usually do during your summer vacation?

	All Replies	Eighth Grade	Ninth Grade	Eleventh Grade
Summer School	0%	0%	0%	1%
Full-time work	23%	0%	15%	36%
Part-time work	31%	25%	32%	29%
No school or work	40%	67%	45%	31%
No Answer	6%	8%	8%	3%

2A. If you work full-time, when do you work?

	All Replies	Eighth Grade	Ninth Grade	Eleventh Grade
During the day	56%	0%	62%	51%
During the evening	6%	0%	6%	5%
During both the day and evening	35%	0%	30%	39%
No Answer	3%	0%	2%	5%

2B. If you work part-time, when do you work?

	All Replies	Eighth Grade	Ninth Grade	Eleventh Grade
During the day	55%	67%	56%	52%
During the evening	14%	0%	12%	17%
During both the day and evening	30%	33%	30%	31%
No Answer	1%	0%	2%	0%

3. Do you usually leave town for some time during the summer?

	All Replies	Eighth Grade	Ninth Grade	Eleventh Grade
Yes	89%	100%	90%	87%
No	9%	0%	9%	9%
No Answer	2%	0%	1%	4%

3A. If yes,

	All Replies	Eighth Grade	Ninth Grade	Eleventh Grade
All summer	17%	8%	20%	16%
A week or two	78%	92%	76%	78%
No Answer	5%	0%	4%	6%

4. If the Utica Community Schools were to begin a four-quarter year-round school program, when would you prefer to have your vacation from school?

	All Replies	Eighth Grade	Ninth Grade	Eleventh Grade
Winter	4%	0%	4%	4%
Spring	3%	0%	3%	4%
Summer	88%	100%	89%	85%
Fall	2%	0%	2%	4%
No Answer	3%	0%	2%	3%

5. Rate your preferences 1, 2 and 3 for the following possible plans for arranging school on a four-quarter year-round basis.

   A. School would be open for four consecutive quarters and students would be required to attend classes for any three of the four quarters. (Staggered Four-Quarter Plan)

   B. School would be open for four consecutive quarters, but each school day would be a little longer. Students would attend school for any three of the four quarters. Everybody would receive an additional one-month vacation period in the summer. (Twelve-Four Plan)

   C. School would be open for four consecutive quarters, but each school day would be a little longer. Students would attend school for any three of the four quarters. All students would receive an additional week of vacation between each quarter. (Twelve-One Plan)

   D. Undecided

	All Replies	Eighth Grade	Ninth Grade	Eleventh Grade
A.	23%	8%	23%	24%
B.	31%	59%	28%	35%
C.	10%	8%	11%	9%
D.	36%	25%	38%	32%

6. Would you approve of some type of year-round school program whereby you could attend the summer session strictly on a tuition basis to broaden or accelerate your education?

	All Replies	Eighth Grade	Ninth Grade	Eleventh Grade
Yes	41%	25%	41%	40%
No	41%	58%	39%	41%
Undecided	18%	17%	20%	19%

6A. If yes, which of the following types of courses would you like to take during the summer quarter.

	All Replies	Eighth Grade	Ninth Grade	Eleventh Grade
Trade-Industrial	24%	33%	22%	25%
Academics	29%	0%	27%	33%
Business	21%	33%	24%	17%
Home Economics	18%	0%	20%	15%
Retailing - Marketing	7%	33%	15%	8%
Enrichment	29%	33%	27%	34%
Languages	22%	67%	24%	17%
Physical Education-Recreation	60%	67%	54%	56%
Other	13%	0%	16%	11%

7. If a four-quarter year-round school program is established, should special privileges regarding school attendance be given to students who are involved in junior varsity and varsity sports?

	All Replies	Eighth Grade	Ninth Grade	Eleventh Grade
Yes	66%	92%	67%	62%
No	27%	8%	27%	28%
No Answer	7%	0%	6%	10%

7A. If yes, which one of the following two possible special privileges should be given to these students?

	All Replies	Eighth Grade	Ninth Grade	Eleventh Grade
Choice of attendance quarter	27%	18%	26%	26%
May play sports during vacation quarter	68%	82%	70%	67%
No Answer	5%	0%	4%	7%

7B. If no, should these students be allowed to participate in sports even if they are not attending school at the time?

	All Replies	Eighth Grade	Ninth Grade	Eleventh Grade
Yes	58%	100%	58%	58%
No	35%	0%	33%	37%
No Answer	7%	0%	9%	5%

8. If a four-quarter year-round school program is established, should special privileges regarding attendance be given to students involved in such extra-curricular activities as Student Council, clubs, yearbook, and newspaper staff, etc.?

	All Replies	Eighth Grade	Ninth Grade	Eleventh Grade
Yes	50%	75%	48%	48%
No	42%	25%	44%	44%
No Answer	8%	0%	8%	8%

8A. If yes, which one of the following two possible special privileges should be given to these students?

	All Replies	Eighth Grade	Ninth Grade	Eleventh Grade
Choice of attendance quarter	39%	0%	42%	39%
Allowed to participate in extra-curricular activities during vacation quarter	59%	100%	56%	59%
No Answer	2%	0%	2%	2%

8B. If no, should these students be allowed to participate in extra-curricular activities even if they are not attending school at the time?

	All Replies	Eighth Grade	Ninth Grade	Eleventh Grade
Yes	52%	0%	48%	60%
No	43%	100%	47%	34%
No Answer	5%	0%	5%	6%

9. Do you have any other comments about the Utica Community Schools or about the proposed four-quarter year-round school program? (NOTE: The following comments were transcribed from all of the approximately 2,450 surveys that were returned by students.)

PRO YEAR-ROUND SCHOOLS

96 - Would be in favor if students could select quarter he wants
39 - In favor of proposed four-quarter year-round program
22 - Satisfied with current school system
15 - Vacations should be determined by area
15 - Students involved in sports and extra-curricular activities
13 - Would keep students occupied and less bored
10 - More subjects to choose from
10 - More privileges for students as far as dress
9 - Students would graduate sooner
9 - Increase knowledge of student
7 - Classrooms would be less crowded
6 - Widen job opportunities for students
5 - Students involved in sports should be able to choose their quarters
4 - Needed a school representative to explain program
2 - Teachers would have jobs year-round
1 - Vacations should be set up alphabetically
1 - With year-round schools, students would have variety of vacations
1 - Get more use out of taxes
1 - This program should be started in lower grades while students are still young
1 - Could take failed subjects over faster
1 - Use one quarter as extra credit
1 - Dropouts could come back to school and graduate at an earlier age

ANTI YEAR-ROUND SCHOOLS

626 - Against four-quarter program
289 - Want vacations during the summer
76 - Too many complications and confusing (not enough information as yet)
71 - Interfer with family vacations
59 - Friends on vacation at different times
41 - Would have more dropouts
31 - Friendship would split up during school year
20 - Conflict summer jobs
20 - Cost of program too high (air conditioning, maintenance, etc.)
19 - More skipping school and cutting classes by students
19 - Would rather have more summer courses offered
14 - Air conditioning needed
10 - Against longer days
10 - Will raise taxes
8 - More juvenile deliquency
8 - Make it difficult to participate in sports

Question 9 (continued)

7 - Students would lose interest in subjects during summer
6 - Hard on teachers to teach all year
5 - Would not want to attend school Christmas and Easter
4 - Students out of school would interrupt classes
3 - Students and friends graduating at different times
3 - Students would get behind if vacations fell in middle of class
3 - Slow students would be rushed
2 - Students would graduate too young to get jobs
2 - Would need a bigger staff
2 - Teachers want all year-round school for year-round jobs
1 - Program would disrupt summer recreation programs
1 - College refresher courses would be disrupted
1 - Money for this program should be used to fight poverty and disease
1 - Create transportation problems
1 - Forget four-quarter program and improve our schools now
1 - Alter vacations but don't change school program
1 - Need more schools and not more schooling

6. Survey Conclusions and Recommendations

INTRODUCTION: The preceding surveys are believed to be the most comprehensive ever conducted on the four-quarter year-round school program in the nation. More than 3,600 residents, teachers, students, school administrators and business and industrial officials were questioned about the proposed four-quarter year-round school program. The surveys attempted to probe reaction to the major implications that year-round school would have on each separate group of persons that were interviewed. The following conclusions and recommendations regarding staff, student and community acceptance of year-round schooling are drawn from the findings of those surveys.

a. Student Scheduling

The biggest single obstacle the Utica Community Schools will face to successfully incorporate a local four-quarter year-round school program in mandatory student scheduling for summer classes. Under a four-quarter program, 75 percent of the student body would be required to attend classes for a major portion of the summer, and receive their vacation during another period of the year. But approximately nine out of each ten persons who were interviewed in the community survey stated they would prefer that students, including their children, have their vacation during the summer under a year-round school program. Approximately only one out of every four teachers in the school district is interested in working year-round and fewer than one in three teachers would prefer to have their vacation other than during the summer even if a four-quarter program were started. Students in the school district (88%) also overwhelmingly favor vacations during the summer. School district administrators were the lone group surveyed that stated they would be interested in working 12 months, but with slightly more than half of this group also prefering to have their vacation during the summer. Business and industrial firms also reported that summer is the busiest vacation season for 80-90 percent of their employees. Both teachers and business/industry survey respondents stated they felt "family vacation scheduling" was the biggest disadvantage to year-round schooling more often than any other single reason.

Despite strong general objections to holding school during the summer, an analysis of some of the reasons behind the objections reveals that it may be possible to shift to a year-round program under certain conditions. For example, 49 percent of the community survey respondents stated that "breadwinner vacations" and 56 percent stated "coordinated family vacations" were among the reasons they preferred to continue summer vacations for students, including their own. Yet approximately 60 percent of the business/industrial firms that responded to the survey stated they would be willing to restructure their vacation schedule patterns to accommodate employees if a four-quarter program were started. Therefore, some of the opposition to students attending school during the summer could be removed if school and local business/industry officials worked together to plan employee vacation schedules that would coincide with the periods the employee's student family members were also not in school. A significant number of teachers (26%) also said they would agree to take a vacation other than during the summer if the student members and other wage earners of their family could also get away at the same time. Again, school officials may be able to plan employee vacation schedules that would at least coincide with the quarter of the year student members of a teacher's family were not in school. Of course, this may be impossible to accomplish in cases where the teacher lives outside the school district. An even larger number of teachers (41%) stated they would be interested in working year-round if one-quarter of the year were spent on professional tasks other than their normal classroom duties. This could include curriculum improvement, educational research, conference, seminar and workshops. Therefore, if this quarter were planned for a period other than the summer, the teachers presumably would be available for classroom duties during the summer. However, the financial affects of this situation, i.e., instructional staff being paid a full salary without teaching in the classroom for a quarter of the year, may make it unfeasible (See Financial Implications, this section).

The surveys also probed reaction to the potential problem of scheduling high school students who are involved in ahtletic or extra-curricular events under a four-quarter system. Approximately 60% of the community residents who were interviewed stated these students should be allowed to participate in high school athletic or extra-curricular events during their vacation quarter. These responses indicate that the student scheduling problem in this area could be minimized if high school students were allowed to participate in their athletic or extra-curricular activities during their vacation quarter.

Based on the survey responses regarding student scheduling, a conclusion is reached that the school district would face considerable opposition from school parents if a four-quarter program that included mandatory student scheduling were introduced immediately. It is recommended that a study be first considered to determine whether vacation schedules for residents and teachers could be coordinated with student attendance schedules under a four-quarter system. If the study shows that this coordination is possible, a survey should be undertaken to determine whether such coordination would have a major impact in community acceptance of the four-quarter program.

b. Financial Implications

The majority of tax-paying members of the Utica Community Schools (residents and business/industry) may approve of a four-quarter year-round school program if, as a result, students would receive about the same education as they do now for less in school taxes, or if students would receive more educational opportunities for the same amount of local taxes. But only 11% of the community residents stated they would approve of all-year schooling education if additional educational opportunities could be obtained only by increasing school taxes. Two related conclusions may be drawn from this response. The first is that the majority of residents and business/industry officials in the Utica Community Schools are satisfied with the current educational opportunities availabe to students (See Curriculum Implications). Conversely, the majority of residents and business/industry firms are opposed to increases in school taxes to support a four-quarter system.

Therefore, it is recommended that a year-round school in the Utica Community Schools contain either the current educational standards for less taxes, or additional educational opportunites for the same taxes, to receive general community acceptance.

c. Curriculum Implications

The educational programs of the Utica Community Schools are generally held in high regard by residents of the school district, according to the community survey results. This finding is particularly true of parents of school children. A favorable impression of local educational quality is held despite the fact that many newer residents are not aware of the contents of the specific educational programs offered in the district. The longer a person has lived in the school district, the more favorable his impression of its educational programs.

If a year-round school program permitted an increase in local educational offerings, 76% of the community survey respondents stated additional Trade-Industrial courses should be added and 59% felt more Business offerings should be available to students. The results of the pilot student surveys indicate pupils would also like to see an increase in Physical Education-Recreation courses and Enrichment offerings.

Based on the community survey results, a conclusion is reached that increased educational opportunities for students should not be the sole criteria for converting to a year-round school program at the present time. However, if a year-round program is started which meets other community approval criteria (See Student Scheduling, Financial Implications and An Optional Year-Round School Approach) and additional educational opportunities are made possible, school officials would receive the most favorable amount of community approval by providing additional Trade-Industrial, Business, and Physical Education-Recreation courses for students.

d. Student Employment

Additional employment opportunities would be available for students, particularly for part-time work, if a year-round four-quarter program were started in the Utica Community Schools, according to the results of the business/industry survey. Under a four-quarter program that included mandatory student scheduling, one-quarter of the high school student body of the school district would be available for employment each season of the year. Thirty percent of the firms that responded to the survey stated they believed they would hire more high school students if they were available for work during periods other than summer. The retail firms were especially interested in hiring more high school students (50%). The majority of business/industry respondents that stated they would hire more students wanted them for part-time work (73%). The majority (63%) also stated they would hire more students during the winter, while 27% said they would hire more in the summer.

Employment opportunities would also be increased for students who might graduate other than at the beginning of the summer under a year-round program. Thirty-seven percent of the business/industry respondents said they were interested in hiring more qualified high school GRADUATES if they became available for work during periods other than the summer.

Only 13% of the business/industry respondents stated they would be interested in hiring more students full-time if they attended high school year-round and graduated earlier.

Based on this information, the conclusion is reached that a four-quarter year-round school program would widen job opportunities for students who wish to be employed while attending school, or who will be looking for work immediately after graduation. But business/industry is not very interested in hiring students for full-time work who attend school year-round and graduate early.

If students employment needs are deemed to be a major reason for switching to a year-round school program, it is recommended that local business and industrial firms be canvassed to determine approximately how many extra jobs will be available, before proceeding further.

e. School Building Use

Both teachers and business/industry survey respondents stated they felt that "greater utilization of school buildings" was the biggest advantage to year-round schooling more often than any other reason. In addition, 61% of the 26% of those teachers and 86% of the 62% of administrators who stated they were interested in working year-round gave as one of their reasons, "better utilization of buildings." Residents of the school district appear to be very satisfied with the current use that is made of local school buildings, considering that regular educational programs are offered during the day for all students and other types of adult education, enrichment and recreation programs are offered in the evening and summer. Fifty percent of the community survey respondents stated the school district is making "very good use" and 36% stated it is making "adequate use" of present school buildings. These responses lead to the conclusion that, although school district residents and teachers realize better utilization of buildings would occur under a year-round four-quarter educational program, they are satisfied with the manner in which the buildings are being used under the present educational system.

A significant number of teachers and administrators stated they were concerned about a lack of air conditioning and the difficulty of maintaining school buildings and equipment should an all-year education plan be approved. Thirty-four percent of the 65% of teachers opposed to working year-round gave as one of their reasons, "lack of air conditioning." Twenty percent of all administrators listed "lack of air conditioning" and 25% "maintaining buildings and equipment" among their on-the-job tasks that would be most difficult to do if schools were open for 12 months. Because of these concerns, it is recommended that the potential added costs of providing air conditioning for summer classes and maintaining buildings with students in them daily be weighed carefully against the advantages of added utilization of school buildings before proceding with a four-quarter plan (See section on Financial Implications, page 117).

It is also recommended that a study be considered to determine how much impact the addition of air conditioning to schools would have on teacher acceptance of working year-round.

f. Year-Round School Scheduling

If a mandated year-round education program is instituted in the Utica Community Schools, a Staggered Four-Quarter Plan appears to be the most acceptable calendar scheduling pattern. A total of 39% of the instructional staff, 31% of the community survey respondents and 23% of the student survey respondents selected this plan as their preference among the three quarter plans covered in this study. Twenty-two percent of the teachers, 28% of the community and 31% of the students favored the Twelve-Four Four-Quarter Plan, while 13% of teachers, 14% of the community and 10% of of the students selected the Twelve-One Four-Quarter Plan as their preference. A sizeable number of teachers (26%), community respondents (24%) and students (36%) were uncertain of the scheduling plan they favored. There was a significantly higher preference for the Staggered Four-Quarter Plan among senior high school parents and teachers. Thirty-eight percent of the senior high school parents and 42% of the senior high school teachers favored it.

The Staggered Four-Quarter Plan calls for school to be open for four consecutive quarters. Students and instructors would be required to attend or teach classes for three of the four quarters. The Twelve-Four and Twelve-One Four-Quarter scheduling plans both involve increasing the length of the school day and decreasing the calendar duration of each quarter. Under the Twelve-Four Plan, there would be an additional one month vacation in the summer for all students. Under the Twelve-One Plan, students would receive an additional week of vacation between each quarter.

The survey results lead to the conclusion that the Staggered Four-Quarter Plan, among the three quarter plans covered in this study, would be the most acceptable educational scheduling pattern for a local year-round education program. A further study should be considered to determine the basis of the scheduling plan uncertainty among the large number of teachers, students and community respondents to the survey.

g. An Optional Year-Round School Approach

Approximately seven out of each ten community respondents (68%) stated they would approve of a year-round school program whereby students could attend a summer session strictly on a tuition basis to broaden or accelerate their education. Students were evenly divided on approval of this type of year-round education program (41% for it, 41% opposed) and the remainder (18%) were undecided. A year-round school program with optional student attendance during the summer would also meet the following approval criteria expressed by respondents in other portions of the surveys:

It would make it possible for students to take additional courses to broaden or accelerate their education without additional cost to taxpayers, or to make up classes due to failure or illness (See Financial Implications).

It could permit residents of the community that prefer their school children taking a vacation other than during the summer to do so (See Student Scheduling).

It would permit teachers to work year-round if they wished. It would also make it possible for teachers to take their vacation or advanced courses during a period other than the summer at no additional cost to the school district (See Student Scheduling).

It would allow those students who need or wish employment to take the additional jobs that business/industry respondents have indicated would be available during periods other than the summer and to make up the classes during the summer (See Student Employment). Increased student employment opportunities could also reduce the number of pupils who drop out of school because of financial difficulties.

It would give the school district administration both financial and planning experience in student scheduling and teacher staffing on a year-round basis, as well as maintaining buildings year-round with daily student attendance (See Building Use).

It could increase the utilization of school buildings and reduce the number of new buildings needed to keep pace with anticipated enrollment growth under the traditional school calendar. Theoretically, for every three students who would take classes during the summer, one additional student could attend school in the same building through the fall, winter and spring (See Building Use).

There are other features of a year-round school program with optional summer attendance that do not meet the approval criteria respondents in other portions of the survey, such as:

It would require school buildings to be air conditioned (See Student Scheduling). There would probably be a considerable initial administrative expense to organize, publicize and coordinate the new program that taxpayers may oppose.

State aid reimbursement laws would have to be revised to provide funding for students who elect not to attend the fall quarter and would not be in school on the traditional attendance day for state aid, the fourth Friday in September.

Based on all the criteria for approval of a year-round program expressed by survey respondents, the conclusion is reached that all-year schooling would have the most favorable chance of success in the Utica Community Schools if it started as a program with optional student attendance during the summer.

In view of the probable additional administrative expense to begin such a program, a recommendation is made that, should a year-round school program with optional student attendance during the summer be considered, an extensive communication campaign be organized to advise the total school district of all of the various implications of such an optional year-round school program.

G. Legal Implications Regarding Year-Round Schools[1]

1. State Aid

The current State School Aid Act, Number 22 of the Public Acts of 1969, does not make special provisions for school districts operating an extended school year program, such as the staggered four-quarter, the optional four-quarter or the optional five-term school year.

If several sections of the Act are not revised, school districts participating in an extended school year could lose funds for which they are now currently eligible. For example:

a. The present count day for determining pupil membership is the fourth Friday following Labor Day. Adherance to this date would prevent school districts from receiving state aid for students out of school during the fall term.

b. Because students are either assigned a staggered quarter schedule, choose either an optional four-quarter plan or the five-term optional plan during which their vacation period is other than the regular 180 day school year, it would become possible for a student to be enrolled for less than 180 days during one school year and more than 180 days the preceding or following year. The district would then be penalized for the student attending less than 180 days one year, but would receive no additional aid for his attending more than 180 days the second year.

c. One option a student might select is to spread his academic year over the full year, thus carrying a reduced load each period. Under the current Act, this student would be considered in part-time attendance and the school district would receive aid for only a portion of the student's attendance although the district supplied that student with a full year of academic credit during that particular fiscal school year.

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[1] Major portions of section G were taken from pages 129-136 of the "Logistics Implications" from the August 15, 1969 Feasibility Report, Haslett, Okemos and East Lansing, Michigan.

2. Curricular Requirements

The State of Michigan requires that students pass one semester of American government and that health and physical education be offered in Michigan high schools. These are Michigan's major legal curricular requirements and would pose few problems to the implementation and operation of the extended school year program. In addition to the major requirements, the state specifies that students will be educated covering:

-- Physiology
-- alcohol, tobacco and drugs
-- the humane treatment of animals

3. Labor Laws and Liability

One phase of the extended school year proposal which might have legal implications is the work-study experience. Two possible areas for concern are child labor laws and legal liability.

The school districts should experience few if any problems with state laws affecting juvenile employment. Staff members having responsibility in this area should study bulletins L51, L52 and L76 which can be obtained from: The Bureau of Safety and Regulation, 300 East Michigan Avenue, Lansing, Michigan.

Existing insurance policies in this school district would cover all suits arising from student liability even if the suits result from student activities off school property.

The addition of a wide variety of work-study experiences will neither put the school district in a more perilous position nor increase the existing insurance premium. It is also expected that most, if not all, sources of work-study experiences will have their own liability coverage.

4. Michigan High School Athletic Association

There is a need to consider the Michigan High School Athletic Association and how its regulations implicate students and coaches participating in an extended school year. Some potential problem areas are as follows:

a. Because the Association's regulations are based on the semester concept and the proposed extended school year consists of the staggered four-quarter concept, it is essential that a means of reconciling the two be found. Failure to do this may result in a variety of problems dealing with athletic eligibility.

b. Classification of Michigan high schools (A, B, C or D) is based on enrollment as reported on the fourth Friday of the school year. This regulation assumes school districts have established a starting date for the school year. Because of this, school districts operating on an extended school year would have to decide which would be the first quarter and also devise a method of obtaining an accurate count of the students choosing not to enroll for that quarter. This count might be required by the Association in an attempt to establish total enrollment for the determination of appropriate "class."

Upon completion of this proposal, the Association asks that the school district submit a written outline of the plans to the Executive Committee for approval. In the past the Association has not hindered innovations in Michigan school districts, and there is no need to expect a change in that practice.

5. Accreditation

Because a majority of high school graduates in the Utica Community Schools seek advanced learning, it is important that the district maintain proper accreditation.

The North Central Association of Secondary Schools and Colleges has never been a major obstacle to innovation as long as the school district can provide a rationale for making the changes. School districts operating on an extended school year should have very little difficulty obtaining proper accreditation.

6. Other Legal Problems

A quick review, by a layman, of the Michigan State Code indicated several potential problem areas. Legal assistance should be used in seeking answers to the questions which are raised below:

a. Page 263, Chapter 29, Teachers' Institutes. Also, see page 1015-1020, R 340.15

With an extended school year, and not all teachers present at any given time of the year, might it not be necessary to have more than one institute per year in order to accommodate all teachers?

b. Page 352, 38.83, Sec. 3, Teacher Tenure, notice to teacher

This section states "At least 60 days before the close of the school year the controlling board shall provide the probationary teacher with a definite written statement as to whether or not his work has been satisfactory." Would this mean 60 days prior to the end of the teacher's yearly teaching assignment? Might it not be necessary to have two or more notification dates?

c. Page 624, 388.622, Computation of Membership, appropriation for special education programs. Also, see page 1011, R 340.1

Two dates (fourth Friday following Labor Day and December 15th) are used in computing membership for reimbursement under special education programs. If these two dates are adhered to, it is conceivable under the extended year program there would be a conflict as to getting a proper, and accurate child count. It seems another system would have to be devised to reimburse a school district fully under this program. How will districts be reimbursed for students electing the fourth quarter on a year-round basis?

d. Page 626, 388.623 (e), Court-placed children

Under this provision a child placed in a home within a school district by a court order shall be reimbursed at the rate of 1½ times the normal State Aid rate for him. This is based on days of attendance, etc., as of April 1 of each school year. Under the extended year plan might it not be necessary to change the April 1st accounting date to insure a more equitable reimbursement?

e. Page 633, 388.645, Payment of tuition

According to this section "no school district shall be allotted or paid any sum under the provisions of this act after April 1 of each year unless the district pays the legal amount of tuition for tuition pupils on or before such date to the school districts in which the tuition pupils are in school membership on the preceding fourth Friday following Labor Day of each year, and has certified such fact to the superintendent of public instruction." Is it conceivable that this could cause some conflict if some of these tuition students were not enrolled in school by the fourth Friday following Labor Day under the new extended school year plan?

f. Page 1011, Pupil membership count for State Aid, R 340.1

Presently, all children must be counted on the fourth Friday following Labor Day, and the school receives State Aid on this number regardless of how many might enroll following that date. Does not the extended school year plan require some adjustment to be made in the accounting system to insure that a school district would get an accurate membership count for the year?

g. Page 1015-1020, R 340.1, School Days

According to this regulation each school district is required to have 180 days of school per year or have each day under that amount deducted from their State Aid as two days lost (1/90). A school day is considered as one in which teachers and pupils are scheduled to be present and at least 60 percent of the total pupil membership of a district is in session on that particular day. Will having a high number of students out of school in the same quarter endanger state aid payments under the 60 percent rule (especially when added to regular absentees or students dismissed for teacher conferences?)

h. Page 1025, R 340.81, Enrollment, participation in interscholastic athletics

Conflict could arise in the case of a basketball player for instance, because the regulation reads: "A student must be enrolled in a high school not later than Monday of the fourth week of the semester in which he competes." How will quarter enrollments affect his eligibility?

i. Page 1025, R 340.84, Seasons of Athletic Competition

Under this provision "no student, while enrolled in a four year high school, shall be eligible to compete for more than four seasons in either first or second semester athletics." Under the extended school year plan there would no longer be semesters, but rather quarters. Will this cause conflict?

j. Page 1025, R 340.85, Semesters of Enrollment

This regulation prohibits a boy from participating in interscholastic athletics who has been enrolled in a four year high school for more than eight semesters. Again, with no semesters, only quarters, will this create a real problem?

k. Page 1026, R 340.87, Previous Semester Record

A student must have successfully completed fifteen hours of work in his previous semester to be eligible for athletic competition. With no semesters, would quarter credit now apply?

l. Page 1026, R 340.89, Transfers

"A student who transfers from one high school to another high school is ineligible to participate in any interscholastic athletic contest for one full semester in which he transfers, unless his parent, parents, guardian, or other persons with whom he has been living during this period of his last high school enrollment, have moved into the school district or school's service area." How would this regulation apply to a boy who would transfer into a school that is on the extended school year, and quarter program?

m. Page 1051, R 340.274, Allowance for Transportation Operation. Page 1052, R 340.279, Reporting of Children: Transportation

How will the State grant allowances for operation of transportation on a mileage basis for a school on the extended school year plan? As, is obvious, a school on such a plan would run up a lot more miles per year in transporting its students; the same total number of students, in the eyes of the State, as on the semester program. Also, how would a school district be able to get an accurate count for transportation reimbursement when they must submit their maps, for count and reimbursement, by November 15th of each school year, when many students would not be in attendance under the extended year plan?

n. Page 1301, R 390.926, Deadline dates; State Competitive Scholarships

Rule 6. "An applicant is eligible for a scholarship only if he or she meets all of the deadline dates established by the authority as determined by postmark date on any communication. In individual hardship cases, the authority may waive a deadline date." These deadline dates are set up on the premise that all schools of the state are operating on a semester basis. This fact would cause some problems for students and counselors in schools on a quarter basis due to part of the students not being in school at all times of which is considered to be a "normal school year." Can waivers be received under the "hardship" provision?

o. Testing Norms. With a staggered or rotated approach to year-round education, present testing norms may not now apply and new norms would have to be developed for use in the district.

H. MAJOR MISCELLANEOUS IMPLICATIONS INVOLVING YEAR-ROUND SCHOOLS

The following major problem areas have to be resolved prior to or during a tooling-up or conversion phase. This would take place before an actual implementation of any type of pilot year-round school program in Utica, Michigan:

1. A master plan showing full utilization of existing buildings on a year-round basis.
2. An agreement determining the "new" calendar or year-round school plan.
3. Actual scheduling of both family units and individual children, depending upon the area of the pilot plan.
4. Determine both the school or schools and the location of attendance areas for the pilot program.
5. Continue present future school and site development plans through 1980. If the feasibility of year-round schools is unpracticable in the urban area, the district would have regular building sites. This would protect future building programs and would provide adequate land sites available within developed subdivisions. These could be later sold to city or township governmental units for parks and playgrounds.
6. Following the restructured curriculum, based upon student demand, establish a year-round master schedule. This would be used to determine actual feasibility of course offerings prior to any actual pilot program.
7. Based on number 6, determine teacher loads, assignments and personnel needs.
8. Establish year-round administrative personnel to handle new program and work hand in hand with the actual development of the concept.
9. Conduct an extensive in-service program within the district to prepare personnel for the pilot program.
10. Develop building usage and maintenance schedule under the year-round concept.
11. Develop a master plan to handle the computerized scheduling areas (see numbers 6 and 7.)
12. Organize an extensive Public Relations program so taxpayers will understand proposed changes in Utica's school community.
13. Conduct a community advisory vote to reinforce present findings and give the local Board of Education another tool in its criteria toward resolving a possible year-round school concept in Utica, Michigan.
14. Questions to be answered. Additional questions are found as part of the curricular, personnel and financial implication reports. These various implications, when resolved, will determine the final feasibility of year-round schools in this school district.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Summary

As this, the final chapter, is written on the feasibility of year-round schools here in Utica, Michigan, one has to pause and study briefly the Table of Contents. The questions raised; the implications which exist; the spinoff in educational areas, especially curriculum; the history of the year-round educational movement and the economic implications, all present obstacles to the district. These facts when applied to a rapidly growing urban school district, such as Utica's, which is already faced with rising building costs and even higher interest rates, coupled with the general economic picture at the present time in America, blend itself to one basic question: Will the all-year school be feasible in Utica, Michigan during this, the last quarter of the Twentieth Century?

The answer to this question can only be answered by local educators, Citizens Advisory Committee members and the Board of Education, but most of all, it should be answered by the people living in this district. As strange as it now seems, the Utica Community School District simply does not have enough information at this time to render the decision as to whether or not it should pilot a year-round school.

It is true that the district has researched the year-round school concept; reviewed the literature; developed a data bank; established bibliographies; written the history of year-round schools; looked at the business, curricular and personnel implications of year-round schools; and has conducted several surveys over year-round schools, but still the district has only scratched the surface. The district now has more questions than it can answer without additional research and development over year-round schools.

When the district thinks in terms of a ten-year approach to year-round schools, it could adopt the following five phase approach:

1. Phase I, the feasibility study, (a one year concept), 1969-70.
2. Phase II, the communications and developing of the plan to convert curriculum, (one year), 1970-71.
3. Phase III, the tooling up or conversion phase, (three years), 1971-74.
4. Phase IV, the actual (five year) pilot phase, 1974-70.
5. Phase V, the decision to act on year-round education within the school district, 1980 -.

One begins to see how little is now known about the year-round school concept when compared to how much information the district could have after ten years of continuous research and development over the year-round educational movement in Utica, Michigan.

The study in itself may be premature to the time, but then innovation, progress and the challenge of the public school year-round educational movement will enable the district to re-evaluate many of its present practices and programs.

Utica, Michigan already utilizes a year-round educational concept through its Community School program. Evidence for this year-round school movement includes drivers education, adult education, enrichment classes for elementary, secondary and regular citizens within the school community, summer recreation programs, teen clubs, senior citizens activities, and other school related events such as already take place beyond the normal school day. (See Appendix K.)

In a district such as the Utica Community Schools, the total community school concept is utilized so that our facilities are available, as needed, for citizens groups and activities. To make the statement regarding the year-round educational movement, in this district, means utilizing total school resources for citizens involvement within our community area, which are already available on a year-round basis.

The question of extending the present feasibility is one which the Utica educational community, the Citizens Advisory Committee and the local Board of Education will have to make upon the completion of this study.

Should the Utica Community School District move toward Phase Two, the communications phase, it would be a far easier step to take than for most school districts, who have not yet developed the modified community school approach toward full utilization of public school buildings.

B. Conclusions

The regular, compulsory school year of 180 days has been questioned by many educators. Major reasons for a school year of from eight to nine and one-half months no longer exist. In the past, 70 to 80 percent of the population lived on farms, and children were needed at home to work during certain seasons. Now, only about 15 percent of the population live on farms, less in suburbia. Federal laws not only restrict the employment of children under the age of 14, but also restrict the types of employment open to the 14 to 16 age group and the 16 to 18 age group. In view of this new changed situation, there is increased sentiment in support of a longer compulsory school year.

Throughout past centuries, man has been forced to devote most of his time and energy to produce the necessitites of life. Education was considered a luxury and for most people only a limited amount of time could be devoted to formal learning. Indeed, in certain segments of our society, it is noted that many of our citizens have so much free time that the use of leisure is becoming a problem for both children and adults.

Educational Requirements. It is abundantly clear that more knowledge and understanding are necessary to get along now than a century or even a generation ago. What seemed to be advanced knowledge then is often considered elementary today. Before the present age of electronics, machines and automation, with its increasingly complex social conditions, an elementary education was often considered sufficient, and a high school diploma an achievement of considerable importance. Today, that is changed; a high school education is considered a minimum requirement, and a college education or some post high school education a necessity. In this country, during past decades, educators have demanded quantity educational opportunities. Today they are expecting quality educational opportunities for the youth of America.

Schoolmen, in particular, are urged to become well informed with new concepts involving the year-round school as there are many different versions of the year-round school found today. For example, the Utica Community Schools feasibility study has found nearly 70 different versions of year-round schools. (See Appendix D.)

From these different methods of extending or rescheduling the traditional school year comes an obvious trend; that of a general year-round educational movement in this country. Regardless of the reasons which educators use for changing either the school day or the length of the school year, the hard fact remains; present educational concepts in this country are under very close scrutiny.

A review of the literature indicates the general pattern for the early year-round school was a four-quarter system. Schools were operated throughout the entire year, each child spent the same amount of time attending classes as under the traditional nine-month school year. According to the literature, children attended three of four quarters into which the school year was divided and took his vacation the fourth quarter. Vacation periods were staggered throughout the year in order to have three-fourths of the children in school during any given quarter with one-fourth on vacation. The primary purpose of change to the four-quarter system was economy rather than a longer period of instruction. This plan was dropped and gradually the nine-month school year came about as a compromise between the rural areas and the big city schools.

Today many school districts are looking at new school calendars. For some the interest is currently to be found in a flexible school year configuration which adds 25 to 40 days to the traditional 180-day school year. Others look at the year-round educational movement as an opportunity to improve present curricular structures.

Various plans have been designed and in a few rare instances, have been implemented as an attempt to increase the use of facilities, of professional skills and of time. Some of these plans have been aimed primarily at affecting economies by using the school plant all year, with only three-fourths of the total number of students enrolled at any one time. Other plans, such as that for a school session in the summer, have had mainly educational objectives. Recently, additional plans have been designed which aim toward the achievement of both types of objectives: economical and educational. Such is the case of both the optional four-quarter and the optional five-term concept.

Generally, the move to the all-year school is under the auspices of saving monies for public taxpayers, many of whom are urging educational reform. Educators believe that some savings can be realized, but at a far greater inconvenience to the local educational community. A more realistic approach toward resolving the issue of the extended year-round school would be to move in the direction of a modified approach, such as an optional year-round school concept.

The following conclusions have been derived from the feasibility study and play an important part in determining those recommendations found later on in this chapter:

1. An extensive study of the curriculum implications and recommendations concerning curriculum.
    a. Secondary

       It is the general conclusion that the secondary educational program might best meet the needs of tomorrow's youth if an in depth study were made to:

        1) Develop a step-by-step curriculum revision plan regarding the tooling up process prior to an actual pilot program for year-round schools. The actual length of time necessary to complete the curricular revision process would depend upon State and/or Federal grants to be made available, should the local district choose to go to Phase II' of the five-phase year-round school concept at this time.

2) Re-evaluate apparent curricular weaknesses in the present program to determine means of improving same, while maintaining present educational objectives and standards.
3) Spend additional time to investigate the "promising side effects," which deal specifically with improving present curricular implications.
4) To prevent a change of direction with regards to new curriculum structures, it is recommended that the Utica Community Schools: move with caution before change or future expansion until the department of Secondary Education has an opportunity to allow for a more thorough evaluation of all present programs.

b. Elementary

One of the biggest problems dealing with the typical elementary pupil today centers around the continuous learning process. Some leaders, who believe that the long summer layoff causes an actual regression of the typical elementary child, are very concerned about the problem and are seeking methods to counteract the situation.

In Utica, at the present time, the community school program offers optional learning experiences (see Appendix K) to those boys and girls who choose to attend the extra classes on an all year basis, especially during the summer time.

A rotating 45-15 concept has been advocated as one method to further utilize fuller building capacity while, at the same time, preventing the long summer layoff. The 45-15 day plan puts children in school nine weeks on and three weeks off, four times a year. One four-quarter, 50-10, plan would put children in school ten weeks; the teacher would have the eleventh week for parent-teacher conferences, while the children would be out of school for two weeks vacation, four times a year. This includes regular Christmas and Easter vacation periods, as they would now exist for either the 45-15 or the lengthened four-quarter extended school year.

The 50-10 plan puts teachers on an eleven-month (extended school year contract, 44 weeks) and increases the number of days the child attends school from the present 180 to 200 days. One must remember that as the district extends the length of the school year, costs rise in proportion.

The implications, which center around any further pilot, year-round school concept regarding the elementary school, need a great deal of additional research before any specific concept is started. Certainly the Kindergarten to Two primary ungraded concept, the extensive use of research center learning programs and the new open building approach found in the new elementary schools will play important new roles in the elementary school in Utica, Michigan.

c. Community School Program

The Community School program already works on an extended or year-round basis. The move toward the year-round educational concept reinforces the basic program previously adopted by educational leaders in Utica. The year-round school movement will blend well with ongoing activities as found listed under section 3, Chapter IV in this report.

2. A review of internal personnel problems and methods for solving both professional and non-certified staff

a. Personnel implications centering around year-round schools in Michigan stem from Public Act 379 which passed the State Legislature in 1965. This Act has provided collective bargaining for all school employees with respect to wages, hours and conditions of employment with employers.

Problems which deal in personnel areas of the new master agreement over year-round schools will be resolved over the bargaining table. Provisions would have to be made in the present contract to establish machinery for a year-round pilot program, should the district move beyond Phase II of the year-round school concept.

It is the opinion of the Administration of the Utica Community School District, should the district move toward a year-round school program, that a new agreement would have to be established from point zero dealing specifically with those various factors on a year-round school.

3. Financial Considerations
   a. An extensive study of financial implications of the extended school year and recommendations concerning the financial feasibility, including extra-instruction educational costs in the area of plant operations, maintenance, transportation and cafeteria services.

      The Utica Community Schools can save nearly 100 million dollars in capital outlay alone in this school district between 1970 and 1980. Evidence points out that with a year-round school operation, additional economic efficiencies can be achieved with regular, per-pupil operational costs.

      People expenses consume nearly 87 percent of the total yearly operational budget. Past experiences indicate that future collective bargaining agreements would expect a higher salary for teaching an extended period of time. The economic implications covering these feasibility areas will have to be resolved in special future negotiation sessions. The district should resolve this issue well in advance of adopting any pilot program.

      The district can save local taxpayers a great deal of money, but at what personal inconveniece to regular family routine remains the big question.

      If saving dollars becomes the prime objective for local taxpayers, some educators would suggest that the district utilize double sessions.

      If the problem is "to improve the quality" of local educational objectives, then the district should look hard at a restructured school year. An optional year-round school plan could save dollars while providing the opportunity to restructure present curricular structures. It is unlikely that operational savings could be realized for several years, until many of the various economic implications would be resolved, at least through a pilot experimental program.

4. A report of a model of coordination between public and parochial schools especially in relation to the extended school year.

   The parochial schools, within the Utica School District, stand ready to continue their cooperaiion with the public schools. Should the decision be made to move in the direction of resolving future implications of possible year-round school in Utica, Michigan, the district has the reassurance that a united effort will be available by both private and public schools.

5. A reporting of a community sample survey relative to attitude.

   Generally speaking, parents, teachers and students still favor summer as their first choice for a vacation period. The actual number of parents who indicated that an optional year-round school approach be developed (68 percent) was higher than local school officials had previously predicted.

   Based upon the results of the surveys administered within the district, it is recommended that the following steps be conducted during Phase II of the feasibility study:

   a. Develop a series of filmstrips and/or other relative materials to be made available to various service, civic and fraternal organizations including church groups, Parent-Teacher Organizations, homeowners groups and other interested parties anxious to learn more about the year-round school feasibility study in this community.

   b. An extensive public relations program, to coincide with part a above, including newspaper releases and other means of dissemination.

c. A community advisory vote to be conducted in the spring of 1971 over the feasibility of year-round schools, which would reinforce present findings and give the local Board of Education another tool in its criteria toward future direction regarding year-round school operation in Utica, Michigan.

Any job as massive as the rescheduling of the Utica School District, if only the secondary level, cannot be planned or accomplished through part-time effort. The first phase, the careful review of reports and data on programs undertaken elsewhere, including the evaluation of those programs in terms of their probable impact in Utica, was a tremendous task. There have been many elements in the study regarding reorganization that require the coordinated input involving several segments of this school system. The impact of reorganization on class scheduling, on extra-curricular activities, on work-study programs, on articulation from kindergarten through grade twelve, on custodial and maintenance schedules, and with a host of other components of the school program would require careful analysis and sound judgement.

As resource materials were analyzed, it became evident that wherever plans for rescheduling the school year were developed and/or implemented, such plans were the result of several years of coordinated study and planning. Atlanta, Georgia, for example, spent five years in designing a 12-month school year plan. The New York State Department of Education, in its office of research and evaluation, has a full-time consultant and supportive staff for the study and development of extended school year programs. This staff's involvement in research and planning for the Multiple Trails Plan, reported briefly in this Appendix D, began in 1963. A phone conversation with Dr. Thomas, the consultant, indicates that this concept is under constant consideration and is undergoing additional change at the present time.

C. Promising Areas for Further Study

The Utica Community Schools has many new promising areas for future study as a result of the year-round school feasibility study. The implications which have risen and are found throughout this study have to be researched and answers given with regard to this school district.

Curricular, financial and personnel implications hold the greatest need for research. Time will provide answers for many of these new problems, as the district continues to develop new educational concepts in its attempts to provide for quality education through economic efficiency.

D. Recommendations

The following ten-year, five-phase year-round school concept is shown below as one suggested guideline for adoption:

1. Phase I, 1969-70, the feasibility study. This phase was the search and find, the research phase where major implications were gathered.
2. Phase III, 1970-71, the communications phase. During this year, the in depth three-year conversion phase was developed. The community was given the opportunity to learn about the proposed new year-round school concept prior to the community advisory vote late in the spring of 1971. This was achieved (through an extensive public relations campaign with the use of filmstrips, movies and numerous speeches and appearances) by educators in the district.
3. Phase III, the tooling up phase. The next three years are to be spent preparing for the new pilot program prior to the actual five-year experimental optional approach to year-round schools in Utica, Michigan.
4. Phase IV, 1974-79, the five-year pilot experimental program. The testing and ongoing evaluation of year-round school concepts within the Utica Community School District. This program would be in operation for five years prior to any major Board of Education decision to adopt a concept of year-round schools within the district.
5. Phase V, 1980, School Board decision as to implement the year-round school concept in this district.

It is recommended that the Board of Education proceed to Phase II of the above suggested ten-year, five-phase program. It is further recommended that the present Steering

Committee and Citizens Advisory Committee, over year-round schools, continue to function through July 1, 1971.

As the study moves into Phase II, the communications phase, the following four issues are to be resolved:

1. Develop a step-by-step curriculum revision and tooling up plan to effectively move toward a year-round school concept.
2. Develop a series of filmstrips and/or other relative materials to be made available to various service, civic and fraternal organizations, including church groups, Parent-Teacher Organizations, homeowners groups and other interested parties anxious to learn more about the year-round school feasibility study in this community.
3. An extensive public relations program, to coincide with No. 2 above, including newspaper releases and other means of dissemination.
4. A community advisory vote to be conducted in the spring of 1971 over the feasibility of year-round schools, which would reinforce present findings and give the local Board of Education another tool in its criteria toward future direction regarding year-round school operation here in Utica, Michigan.

Of the four limitations listed above, the greatest need at this time is to prepare a second report to the State Board of Education, which would cover the following material:

> A step-by-step plan involving a tooling up or conversion phase necessary to convert from the present two-semester, six-week summer session to either a mandated four-quarter all-year plan, the four-quarter optional all-year plan, or the five-term optional all-year concept, involving some type of continuous learning process.

Step No. 4 above is also very critical as this will enable School Board members to analyze carefully the results of the first two phases to the year-round school study. Before any real decision is made by local School Board members to move toward Phase III, it is important to note that while Phase III is tentatively scheduled for three years, the concepts involving the tooling up or conversion phase could be completed in a shorter period of time. Phase IV, the pilot program, could likewise be completed in less time, but since the district is not now pressed for school construction, it would be better to move slower and work out the various implications as the district moves to resolve issues surrounding the year-round school concept.

Movement to Phase II would enable the district to spend the next fiscal school year developing necessary procedures to prepare for a decision over the in depth phase (Phase III) within the Utica Community School District.

1. Contributions Which the Utica Community Schools Could Make Toward Testing the Economic Efficiency of Year-Round School Operation with Phase II in Operation
    a. The district can retain the services of its present research team.
    b. Make the services of its research data bank available to the Michigan Department of Education, including resource personnel who would be working on Phase II full-time.
    c. The Utica Community School District can move to resolve the four major implications brought out earlier in this section on the preceding page.
    d. Continue momentum now in effect.
    e. Continue present research patterns to be sure that basic principles of the year-round educational movement have been thoroughly tested and that adequate preparations have been made for determining necessary steps to be taken for the year-round school in Utica are complete.
    f. Allow for the careful and adequate analysis of the year-round school before making any attempt at adopting the concept.

Be it resolved that:

Any district moving to year-round school without careful and adequate preparation is subject to possible failure and subsequent destruction of the year-round school momentum developed, not only in Michigan but across the country.

ANNOTATED BIBLIOGRAPHY

A list of annotated sources covering year-round schools. Utica Community Schools, Year-Round School Feasibility Study.[1]

*Adams, Andrew. "Look Hard at This Year-Round School Plan." American School Board Journal, July, 1968, pp. 11-15.

Proposes "sliding" four-quarter plan with four twelve week quarters, one week's vacation after each quarter. One-fourth of the students in each grade begin each quarter, attend four consecutive quarters, then vacation one quarter. In this way, a student's vacation quarter falls at a different time each year.

*Adams, Andrew S. "Philosophy and Goals: Educator Cites Obstacles to Year-Round Schools." Education Summary, December 15, 1967.

The lack of adequate laws, family tradition, school maintenance in summertime, etc. All are obstacles to year-round schools.

"Administrative Handbook on Summer Secondary Schools." New York State Department of Education, Albany, New York, 1962. 21 pages.

Registered summer secondary schools, supervised by the New York State Education Department, are conducted to enable pupils to enrich their education, to do make-up work, to satisfy special college entrance requirements, and, for pupils of sufficient ability and maturity, to complete a high school program in less than the normally required time when reasons for doing so are acceptable.

"All-Year High School - Experiment Ends in Failure." School Management, November, 1966, p. 73.

Reports that the all-year high school to have been begun at Del Campo High School in San Juan, California, was abandoned by the School board. The principal reasons for its abandonment were insuffieicent funds, lack of student interest, and poor parent support.

*"All-Year Plan." Stevenson, Washington, March, 1968.

A program of full employment for all personnel written as a 220 day contract.

*"All-Year School." Assist Center - Information Service, 33030 Van Born Road, Wayne, Michigan 48184.

Reproduced history of year-round schools from the Detroit feasibility study in 1958.

[1] See last page.

*Contained in Utica Community Schools Year-Round School data bank.

"All-Year School, The" A report by the committee to study the all-year school. Los Angeles City School District, California, July, 1954. 81 pages.

Includes several drafts of calendars for an all-year school; considers problems of enrollment, transient pupil population, pupil attendance problems, utilization of school plant, and business and financial operations; and assesses the merits of the plan in the light of well-established educational principles and practices.

*"All-Year School, The" National Education Association, Research Division, Washington, D.C., July, 1958. 13 pages.

Reasons motivating interest in the all-year school and the major all-year plans with their respective advantages and disadvantages are discussed.

*"All-Year School, The" National Education Association Research Memo, July, 1958. 13 pages.

A memo giving the history of the all-year school, the background, and other motivating reasons for looking at the extended school year.

*"All-Year School, The" National Education Association Research Memo, 1964-19, July, 1964, pp. 1-9.

Reviews the history of the all-year school, examines arguments for an extended school year, compares various all-year school plans. Special attention is given to the extended summer school program as the most practical and advantageous plan.

"All-Year School, The" School Executive, 50: 121-123, 147, November, 1930.

Traces the trend towards and cites advantages of school operation on a twelve-month basis. Gives some comparative statistics for an all-year and a traditional school.

*"All Year School. A Study of the Advantages and Disadvantages of the Twelve-Months Plan for the Operation of the Public Schools of Florida." Tallahassee, Florida, State Department of Education, April, 1957. 12 pages.

Demonstrates the impracticability of the four-quarter plan for Florida schools by relating the theoretical costs and savings to the number and size of schools in Florida.

*"All-Year School, The" Time Magazine, August 15, 1969.

An article describing Atlanta's new year-round approach to urban education. States that more than 250 school districts in America have recently considered year-round schools, but fail to name these 250 schools when contacted by letter.

*"All-Year School, The" Faculty of Lincoln-Thorburn Schools, Urbana, Illinois, 1959. 18 pages.

Recommends adoption of twelve-month contracts for teachers and a summer program for students that is independent of the regular program, with a different principal and a variety of experiences for students.

"All-Year School Can Wait, Two of Three Schoolmen Assert." Nation's Schools, 73 :3, March, 1964, p. 84.

Reports on a survey conducted among administrators in fifty states to determine whether they favored a staggered four-quarter school plan. Of the approximately 400 replies, 67% were unfavorable. The biggest objection was the teacher's need for a "breather."

"All-Year School of Nashville, Tennessee, The" Division of Surveys and Field Studies, George Peabody College for Teachers, Nashville, Tennessee, 1931. 60 pages. (Field Studies No. 3)

An objective study of the effectiveness of the 'twelve-weeks' summer term first opened in Nashville in 1924. Finds that for some pupils who had fallen behind and for some bright pupils wishing to accelerate, the all-year school offers advantages, but that its doors cannot justifiably be thrown open to all children who for one reason or another may present themselves for enrollment.

*"All-Year School Outlined." Cleveland News, March 12, 1958.

Newspaper article describing advantages to a twelve-month school year program. Discusses a 53 page report divided into four principal sections:

1. School organization
2. Curriculum
3. Finance
4. Summary over advantages and disadvantages of the plan

*"All-Year School: Time for a New Look?, The" School Management, February, 1966, pp. 86-92, 146-151, 154, 156.

Records an interview with Dr. James E. Allen, Jr., Commissioner of Education for New York State. Dr. Allen discusses the five plans developed by his state for extending the school year by 25 to 40 days:

1. Continuous school year
2. Two semesters plus modified summer school
3. Trimester
4. Quadrimester
5. Extended Kindergarten to Twelve.

He also compares the all-year school with the extended school year, pointing out that the emphasis in extended school year plans is on

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quality, not just economy. Other advantages he lists for the New York plans include their providing summer vacations for all and their avoidance of staggered attendance.

*Anaheim, California, 1968.

A short report covering the twelve-month school. Arguments are presented and advantages and disadvantages are discussed with respect to the twelve-month school year, especially the four-quarter plan of operation.

*Angelos, Constantine. "Educators Hear Call for 'Will to Tax Ourselves.'" The Seattle Times, Sunday, September 15, 1968.

Arthur S. Flemming, a former secretary of Health, Education, and Welfare, tells of America's failure to tax herself for an educational Bill of Rights for the disadvantaged.

*Angelos, Constantine. "Twelve-Month School Urged by Board President." The Seattle Times, May 3, 1967.

Describes Dr. Tidwell, school board president, and the stand he made about year-round schools at a [illegible] joint P.T.A. dinner meeting.

"Are Year-Round Schools the Answer to Overcrowding?" School Management, November, 1960, pp. 25, 28.

Discusses the staggered four-quarter plan and the 48-week school year, listing pros and cons of each. The article recommends voluntary summer schools and/or twelve-month contracts for teachers.

"Area Poll Shows Parents Against Year-Long School." The Daily Tribune, Royal Oak, Michigan, July 24, 1968.

States area parents opposed to year-round schools.

*"Atlanta: Quarter System Faces Trouble." Atlanta, Georgia, August 5, 1968.

Shows where Atlanta, Georgia schools are running into difficulty as a result of their year-round school program.

*Avondale, Michigan, March, 1968.

Year-Round-School-Study Committee report. Handles the problems of the quarter system of operating schools all year.

*Avondale School District, Michigan, January, 1969.

An application [illegible] for conducting feasibility studies of the extended school year.

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*Aweeka, Charles. "Edmonds Schools Take Long Look at Summer Vacation." The Seattle Times, January 26, 1969.

Newspaper column discussing the possibilities of year-round schools in the Edmonds School District.

Bailey, Thomas D. and Maynard, Zollie. "Florida Youngsters Like Summer School." School Executive, 77: 85-87, May [illegible]

More than 45 percent of all Florida school children voluntarily participated in the 1957 summer educational enrichment program. Every Florida teacher spent one month in school beyond the 180 days. Florida is reported to be the first state to provide such a program on a statewide basis. Staff salaries come from the State; facilities and supplies are furnished locally.

*"Bandwagon for the Extended School Year." Education Summary, May 1, 1968.

Short insight into the possibility of year-round schools across America. Education Summary lists 60 districts taking a hard look at the extended school year, but could not produce the name of these districts when queried by mail. For a more detailed list of school districts, consult the September 5, 1969 list of unpublished studies compiled by George B. Glinke, Utica Community Schools, Utica, Michigan.

*Bauman, W. Scott. "Flexible System: An Economic Analysis of Advantages of the Quarterly Calendar in Public Schools, The" Business Research Center, College of Business Administration, University of Toledo, Toledo, Ohio, 1966. 38 pages.

Examines an eleven-month school program based on a quarterly calendar. Provides two possible quarterly calendars: the Pupil Rotation Plan, in which students attend six consecutive quarters and then vacation for two quarters, and the Constant Quarter Plan, in which students attend three quarters and vacation the fourth, having the same vacation period every year. The author estimates that total school expenitures could be reduced by 11.8% through adoption of the flexible system and provides detailed financial statistics to support his estimate.

Bauman, W. Scott. "Four-Quarter Plan Uses Schools All Year Long." Nation's Schools, 80: 5, November, 1967, pp. 69-70.

Advocates adoption of four-quarter plan to increase efficient utilization of facilities and personnel and to permit curriculum to meet the needs of the individual. The author's views are defended by Andrew Adams and criticized by Alvin Zachrich.

Bendickson, P. "Extend the School Year?" Instructor, 1965, pp. 73, 98.

Report by the Commack, New York public schools of results of a continuous progress (212 day) extended school year program after one year of planned three year operation.

Berman, Harvey. "Do Our Schools Need More Time?" American School Board Journal, 135: 35-36, November, 1957.

A review of four plans to extend the school year: (1) the four-quarter plan, (2) the extended school day (8:30 to 5:30), (3) the eleven-month system, providing for double sessions without lengthening the school day, and (4) the all-year school.

*Best, Leonard E. "The Twelve-Month Panacea." Education Summary, February 5, 1968.

A short summary concerned with 100 million dollars worth of new buildings which must be built in New Jersey each year. The author feels that perhaps a year-round school program could eliminate unnecessary building costs.

Beveridge, J.H. "Omaha High Schools on All-Year Plan." School Life, 11: 22, October, 1925.

The superintendent reviews briefly the 48-week four-quarter plan of the technical high school which had operated successfully over a period of seven years.

*Bianchi, Evelyn. "Extended Work Year for Teachers." National Education Association Research Memo, December, 1960.

Results of a May, 1959 questionnaire showing extended work year for teachers. 5.2 percent of teachers who responded stated they have a twelve-month school year. 9 percent said they are considering the plan. In all other cases, the year-round school plan was not considered or was rejected. The twelve-month school year plan was four times as common in 1958-59 as in 1948-49. The greatest move in this direction has occurred in districts with populations between 5,000 and 30,000 pupils.

Bienenstok, T. "Resistance to an Educational Innovation." Elementary School Journal, 1965, pp. 65, 420-428.

Focuses on the key factors and conditions that led parents in a New York community to oppose the rescheduling of the conventional school year.

"Biennial Survey of Education in the United States: 1954-56." Chapter Two of "Statistics of State School Systems: Organization, Staff, Pupils, and Finances, 1955-56." Unites States Department of Health, Education, and Welfare, Office of Education, Washington, D.C., Superintendent of Documents, Government Printing Office, 1959, pp. 64-65.

Gives the average length of school term for each state.

*Bloom, Arnold M. "Let's Use the 87 Percent That's Now Wasted." American Schools and Universities, February, 1966.

Mr. Bloom indicates in his editorial that school plants should be studied for two areas:

1. Lengthening the school year
2. Lengthening the school day

with increased enrollments, we must utilize both buildings' staffs and students now during the 87 percent of the time they are currently being wasted.

*Bloomfield Hills, Michigan, March, 1968.

Report of the citizens committee for study of an extended school year. The committee briefly discussed the following extended school year plans:

1. Trimester
2. Quadrimester
3. Normal school year with an enriched summer school program

Boodnick, Allen. "Educational Stepchild: Secondary Summer School." Bulletin of the National Association of Secondary School Principals, 50: 308, March, 1966, pp. 54-59.

Describes voluntary summer school program in Culver City, California, where the summer program is seen as a continuation of the regular year. The author recommends that voluntary summer school be used for experimentation aimed at expanding the traditional school year.

*Boulder Valley and St. Urain Public Schools, Colorado, November, 1968.

Report on extended school year possibility. Of the following six most common basic plans of extended school operation, the quadrimester and the rotating four-quarter plans of operation were chosen for this study:

1. Continuous progress plan
2. Multiple trails
3. Modified summer school
4. Trimester
5. Quadrimester
6. Extended Kindergarten to Twelve

*"Broadening Role of the Classroom Teacher, The" Educator's Dispatch, February 15, 1968, Vol. 23, No. 11.

Explains how the twelve-month professional teacher is becoming more and more common in school districts in America. Teachers are involved in curriculum development and extended summer school programs at an ever increasing rate.

Bullock, R.P. "Some Cultural Implications of Year-Round Schools." Educational Digest, 1962, 28 :26-28.

Discusses the effects of five cultural implications of year-round schools on: (1) the nature and number of educational experiences available to youth, (2) family life patterns, (3) teachers and the status of the teaching profession, (4) the economic life of communities or areas where the system might operate, and (5) educational concepts, evaluative criteria, and attitudes within the total culture.

Bullock, Robert P. "Some Cultural Implications of Year-Round Schools." Theory Into Practice, 1 :3, June, 1962, pp. 154-161.

Discusses the four-quarter plan, which the author opposes strongly. The author predicts detrimental effects upon students, school program, and community if the four-quarter plan is adopted. He points out that the primary objective of the plan is not quality education or enrichment, but economy, and emphasizes that under such a plan the school facilities are denied to one-fourth of the students at any given time.

Cammarota, Gloria, Stoops, John A, Johnson, Frank R. "Extending the School Year. Association for Supervision and Curriculum Development, Washinton, D.C., 1961. 60 pages.

Discusses various summer programs. The authors recommend a voluntary tuition-free summer school which is integrated with the regular school year as far as both program and budget are concerned. They also recommend year-round contracts for teachers and discuss the programs in Rochester, Minneosta, and Langhorne, Pennsylvania, as examples of successful year-round programs using year-round contracts for teachers and providing strong summer school programs.

Cammarota, Gloria, Stoops, John A, and Johnson, Frank R. "Summer Programs for Students and Teachers." Education Digest, 27 :3, November, 1961, pp. 26-28.

Reports on the results of a survey of existing summer school programs across the country. The authors give special attention to the strong summer school program in Florida, where, in the summer of 1957, 45 percent of the state's students attended summer classes.

Cardozier, V.R. "For a 210-Day School Year." Phi Delta Kappan, 38: 240-242, March, 1957.

Suggests that the 10½-month school plan would receive wider acceptance than the twelve-month plan. Teachers would be employed on a twelve months' basis, teaching ten and a half months, with two weeks for workshops and administrative duties, and one month for vacation.

*Carnine, K.S. "The All-Year School." Sacramento City Teachers Association, Inc., April 30, 1963.

Discusses the advantages and disadvantages of the year-round school. They make a recommendation that teachers desiring full-time employment do so on a five-year rotating summer arrangement. Work three summers, attend college one summer, and have one summer off for an extended vacation.

*Caudill, William W. "False Economies in Schoolhouse Construction." Summary Review, May 18, 1963.

Mr. Caudill, a widely known school architect, discusses the unnecessary heated debate over schoolhouse construction costs. Contemporary issues, such as carpeting, air conditioning, and other areas are covered.

*Chadbourne, Merle B. "Optional Full-Year Professional Employment." Sacramento City Teachers Association, February 2, 1961.

A proposal to the school administration from the teacher group requesting full-year employment. This report contains thirteen various values to the pupil, community, and teachers as a result of full-time professional employment.

*Childress, Jack R. and Philippi, Harlan A. "Administrative Problems Related to the Eleven or Twelve-Month School Year." High School Journal, Vol. 47, March, 1964.

The prognosis of the writers of this article is that by the early 1970's most of the good school systems in America will have an eleven or twelve-month school year. This article deals with major administrative problems connected with year-round schools.

*Cincinnati, Ohio, August, 1958. 76 pages.

The four-quarter school year, a status report with pertinent applications to Cincinnati. Covers advantages and disadvantages of the four-quarter plan of operation. This report is complete with costs analysis and other educational data.

*Cisneros, Joe. "Year-Around School Program Would Change Lots of Things." The Daily Sentinel, April 13, 1969. Utica, Michigan.

Newspaper article explaining several changes that would come about if Utica, Michigan were to go to a year-round school program. Swelling enrollment, increased cost are among basis considerations for the year-round school study.

Clark, Dean O. "Why Not an Eleven-Month School?" School Executive, 77: 61, March, 1958.

Sees the same advantages offered by year-round operation, but with-

out administrative confusion. The plan would condense the twelve-year program into ten years.

Cline, Aleise. "A Twelve-Month Program in Gladewater High School." Bulletin of the National Association of Secondary School Principals, 32: 79-81, November, 1948.

Believing that the education of youth is not an intermittent seasonal affair, Gladewater, Texas, High School expanded its usual summer activities to make them a well-rounded and integral part of a twelve-month school program. It offers a wide choice of electives and activities to complement the individual student's academic or vocational program, at the same time providing recreational facilities for the community.

*Columbus, Ohio, May 20, 1963.

A summary of the report on year-round school from Columbus, Ohio. Covers the advantages and disadvantages along with various implications with regard to the extended school year.

*"Concept of an Extended School Year is Receiving Stimulation, The" Educator's Dispatch, June 1, 1968, Vol. 23, No. 18.

Vice President Humphrey asks that schools be kept open this summer to forstall summer riot problems. The concept of an extended school year was given a boost by the Vice President in a speech given before the National Science Teachers Association.

*Cook County, Illinois, February, 1968.

The twelve-month school year. A study of the advantages and disadvantages of the four-quarter system.

Corson, David B. "The All-Year School." Journal of Education, 88: 563-568, December 5, 1919.

The school superintendent discusses the educational objectives of the Newark plan: (1) to save time in completing elementary school, (2) to show that pupils are not injured by summer study, (3) to reduce the waste incident to the long summer break. He cites criticisms and advantages shown by seven years of operation.

Cory, Robert T. "Parents Evaluate an Eleven-Month Program." Education, November, 1966, pp. 167-170.

Describes the summer program in Rochester, Minnesota, which offers eleven-month contracts to teachers. Teachers on extended contracts spend the summers in various activities; teaching in summer school, working on curriculum, attending summer school, attending district workshops, or traveling. The voluntary summer school offers four-week enrichment courses and seven-week credit courses. A survey of

360 families in the district revealed that the summer program was regarded very favorably by 90 percent of those interviewed.

*Cotton, Marlene. "The Extended School Year: What's Being Done." Education Summary, July 1, 1968.

A report over the extended school year. Article highlights the activities of studies being conducted in New York State by Dr. Thomas. Tests in New York show that students did not learn more in air conditioned rooms than those not air conditioned. Other results show that a summer program was not detrimental to the childrens' health. Students who benefited most were slow learners. A most interesting conclusion drawn was that in the study, most teachers, when given the choice, preferred to have a year-round job rather than one to be supplemented in the summer.

*Craig, Dorothy, Kraus, Beth, and Hoyt, Jane. "Year-Round School Policy May Relieve Macomb County." The Macomb Daily, Michigan, Tuesday, January 7, 1969.

A two part series showing interest in Macomb County about year-round school education. Discusses a possible $100,000 grant to study year-round schools in Michigan. (This grant was awarded to six districts in Michigan.) The following schools received monies:

1. Utica Community Schools, Utica, Michigan - $19,500
2. Ann Arbor Public Schools, Ann Arbor, Michigan - $18,500
3. Northville Public Schools, Northville, Michigan - $19,565
4. Okemos, Haslett, East Lansing Schools, submitted by Okemos school district, Okemos, Michigan - $17,600
5. Port Huron Area Schools, Port Huron, Michigan - $19,200
6. Freeland Community Schools, Freeland, Michigan - $5,635

Deacon, J.M. "Year-Round Program." Bulletin of the National Association of Secondary School Principals, 40 :219, April, 1956, pp. 88-90.

Reviews the year-round program in Lexington, Kentucky. Begun in 1948, the program includes the option of a twelve-month contract for teachers, who work in a five-year cycle - 3/5 of the teachers on extended contracts teach in summer school, 1/5 are enrolled in university courses, and 1/5 are on personal leave. The summer school schedules morning classes only; afternoons are devoted to teacher workshops.

Derthick, L.F., Hickey, P.J., Shull, M., Stinnett, T.M. "Year-Round School." School Life, 40: 8-10, October, 1957.

Reports a panel discussion on the subject which in conclusion agrees that "we should be openminded...should encourage experimentation if we can get some cities or communities to try it out."

*Detroit, Michigan, March, 1958.

A plan for increasing the capacity of Detroit school buildings by one third through twelve-months utilization of the school plant.

*Detroit, Michigan, December, 1967.

Factors to be considered in a feasibility study of a year-round school program.

*Detroit Free Press, Michigan. "Action-Line," October 31, 1967.

In reply to an inquiry "Do you know of any schools operating year-round that we could talk with?" said:

"Schools in Glencoe, Illinois have been working year-round since 1946. Summer sessions strictly voluntary for the students, but 90 percent of high schoolers and 40 percent of grade schoolers attend..." etc.

Dickens, Robert L. and Ballantyne, Robert H. "Year-Round Operation." Educational Record, Fall, 1966, pp. 467-473.

Discusses pros and cons of year-round operation for institutions of higher learning.

"Discussion of the Year-Round School Program." National Education Association Journal, 45: 82-84, February, 1956.

A parent and former teacher reacts against the plan; the superintendents of Glencoe, Illinois and Rochester, Minnesota report their belief that teachers have profited by their programs.

*"District Offers Teachers Twelve-Month Employment." Administrative Action Reports, November, 1967.

The school board in Montgomery County, Maryland has revised its personnel policies to permit 25 percent of the teaching staff to work beyond the customary ten months. Teachers working the twelve month period put in 31 extra days beyond the 195 required for the ten month teachers and receive 14 percent more pay than the regular salary schedule.

*Durand, Michigan, February 20, 1968.

An extended school year report which calls for the district to study year-round schools with adoption tentatively set for the 1969-70 school year.

*East Lansing, Michigan, March, 1969.

A three school districts proposal to study the feasibility of a

combined extended school year program in East Lansing, Haslett, and Okemos.

Easton, Elmer C. "Year-Round Operation of Colleges: Engineering Research Bulletin Number 41, Rutgers, the State University, New Brunswick, New Jersey, 1958. 38 pages.

Examines factors involved in changing the schedule of a university from the traditional two-semester calendar to a program with instruction throughout the calendar year. The author emphasizes the trimester plan in his study and furnishes much statistical analysis.

*"Economy and Increased Educational Opportunity Through Extended School Year Programs." The State Education Department, Unvversity of the State of New York, Albany, New York, August, 1965. 18 pages.

A booklet prepared by Dr. George I. Thomas from the office of Research and Evaluation. Introduces challenging new concepts of school organization offering solutions to educational problems today.

*"Education News Service, Columbus." National Education Association and Ohio Education Association, July 20, 1962.

Explains the position of E.B. Sessions, associate professor in Ohio State University's Bureau of Educational Research and Service. The theme of this release is that education must be able to sell the public on the idea that the benefits of a year-round operation come from increased educational advantages and not from the saving of money. Also states the premise that any final determination regarding year-round education should rest with the taxpayers.

*Edwardsburg, Michigan, April, 1968.

A four-quarter plan study of extended school year. Contains a brief history and takes into consideration problems of the extended school year.

*Ellena, William J. "Extending the School Year." Today's Education - National Education Association Journal, May, 1969.

The concept of an extended school year is discussed through a staggered term for all students. The 48 week proposal and a full year work for professional people is also included with this material along with a brief look at the Multiple Trails approach of the future.

Engh, Jeri. "Should We Have Year Round Schools?" Saturday Review, September 17, 1966. (Same article condensed in Readers Digest, Vol. 89, p. 141, December, 1966.)

Editorial introduction states: "A number of school systems have in the past attempted year-round operations. Public objections were always raised, however, and the plans failed. Now, however, colleges are doing it, and interest again is increasing."

The article itself is a well-written summary of the theoretical arguments in favor of year-round operation. However, the only reference to experience is to Newark, New Jersey's voluntary program which ended in 1942, and to early experiments which ran for ten years at Ambridge and Aliquippa, Pennsylvania, "in the twenties and thirties."

Engh, Jeri. "Why Not Year-Round Schools." Saturday Review, September 17, 1966, pp. 82-84.

Reviews advantages of year-round schools, with emphasis on rotating four-quarter plan. Among the benefits mentioned are the alleviation of overcrowded classrooms and the reduction of construction needs; opportunities for families (and businesses) to schedule vacations at different seasons of the year; increased flexibility, with implications for curriculum and scheduling; professional status and pay for teachers; reduction in the rate of juvenile delinquency.

*"Evaluation of Trimester Program." San Jacinto Senior High School, Texas, Summer, 1968.

Faculty members take a look at their local high school as a result of their adopting a trimester school plan. Generally, the teachers reported unanimous approval of the program stating that this pilot program was one way to solve overcrowded classrooms, as well as utilizing all facilities.

*"Excerpt from Proposed Salary Policy of the CTA." California Teachers Association, June, 1963.

Gives a formula of pay as determined by regular salary schedule times a factor of average teaching hours per day times the teaching days per year. This factor equals part-time pay per class period taught above the regular assigned program.

*"Expensive, Under-Used School Plant." The Seattle Times, Monday, September 12, 1968.

Shows excerpts from Mr. Jensen, president of the National School Calendar Study Committee. Mr. Jensen, past school board president in Minneapolis, is associated with an air conditioning firm and feels very strongly about year-round schools for the children in America. According to this article "Jensen is not the first widely recognized educational authority to preach the message of school calendar reform." Jensen is in favor of the staggered four-quarter in this article.

"Experiments with Twelve-Month Service for Classroom Teachers." National Education Association, Research Division, Washington, D.C., June, 1956, p. 25.

One percent of the districts over 2500 in population reported that they had plans for the employment of teachers for twelve-month service, usually on an optional basis.

"Extended School Year, The" Chapter Twelve of "The Report of the Governor's Study Commission on the Public School System of North Carolina," Raleigh, North Carolina, 1968. Ten pages.

Reports on a study of the extended school year by a Governor's Commission. Arguments for extending the school year and current trends in this area are examined, and special attention is given to reviewing the quarter system, the extended summer session system, and the extended semester system. The Commission's Advisory Committee made three recommendations: the continuation of the nine-month school term with extended employment of teachers; the establishment of experimental twelve-month school plans; and an expanded summer program for all children and youth of school age.

*"Extended School Year." Grand Forks, North Dakota, August, 1969.

A feasibility study which takes into consideration the cost to operate schools on a year-round basis. The millage expenses for a ten year projection is covered for both regular needs and for the extended school year needs.

*"Extended School Year in the State of Utah--Thesis." June, 1966. 141 pages.

A thesis prepared for the University of Utah. It covers the effects of year-round schools, the staggered quarter plan, full 48 weeks plan for all, a voluntary summer plan, and a summer program for professional personnel.

"Extended School Year: Literature Review, The" Virginia State Department of Education, Richmond, Virginia, 1968. 22 pages.

Provides annotated review of literature on the extended school year. Four extended school year designs are also discussed briefly and a bibliography provided for each: summer sessions, the staggered four-quarter system, the trimester plan, and the continuous school year.

*"Extended School Year Seminar." Louisville, Kentucky, August, 1968.

Covers the twelve-four plan, trimester plan, modified summer school plan, quadrimester plan, and the multiple trails plan. The seminar discussed questions and answers concerning year-round schools.

"Extended School Year: What's Being Done, The" Education Summary, July 1, 1968, pp. 4-5.

Examines current developments with regard to the extended school year. Special attention is given to the four-quarter plan being initiated in Atlanta, Georgia, and to the five-year study recently completed in New York State.

"Extended-Year Contracts for Teachers." Educational Research Service Reporter, September, 1964, pp. 1-7.

Reports on extended-year teacher contracts as a means of improving the professional status of teachers. The programs of five school districts offering extended contracts are examined; they are Glencoe, Illinois; Rochester, Minnesota; Lakewood, Ohio; Milwaukie, Oregon; and Stevenson, Washington.

"Extending the School Year." National Education Association Journal, May, 1961, pp. 55-56.

Only actual experience cited in this article was at Newark, New Jersey which had a voluntary program of "year-Round school" from 1912 to 1931, when, according to this article, it was "discontinued because it was too expensive;" and Nashville, Tennessee, also from 1924 to 1942, also discontinued as "too expensive."

Farrand, Wilson, O'Shea, M.V., and others. "The All-Year Schools of Newark, New Jersey." Newark, New Jersey Public Schools, 1925. 96 pages.

Detailed report of the specialists invited to examine evidence of the success or failure of the all-year schools. Part I reports general findings and conclusions and recommends continuance of the schools. (This section is reprinted in School and Society, April 10, 1926.) Parts II to V cover promotion and adjustment, cost, test results, economic and social conditions affecting pupils in these schools, and playground facilities available.

Faunce, Roland C. "Twelve Months of School." Bulletin of the National Association of Secondary School Principals, 36 :183, January, 1952, pp. 25-29.

Discusses trend toward year-round school, such as that in Glencoe, Illinois. The author reviews the advantages of the year-round school as well as the problems which attend it, and stresses that three principles are basis in the development of a twelve-month school year: (1) the program must be adapted closely to local needs, (2) the program must evolve from the planning of all involved, including community, and (3) the chief justification must be better education for children.

Fawcett, Novice G. "A New Challenge to Education." Theory Into Practice, 1 :3, June, 1962, pp. 125-130.

Reviews the advantages of year-round schools, including the elevation of teachers to professional status and a higher level of eco-

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nomic security, the better utilization of school plants, and the balancing demands of community agencies throughout the year.

*"Feasibility Study Proposal, A" Ann Arbor Public Schools, Michigan, January 17, 1969.

A proposal concerning the possible educational and economic advantages of instituting a split trimester school year in the Ann Arbor Public Schools.

*Findlay, Ohio, May, 1968. 25 pages.

The year-round school. A feasibility study with pertinent applications to Findlay, Ohio. The district is studying both the advantages and disadvantages of the trimester and the quarter plan.

*Fink, Herschel P. "Eye Twelve-Month Use of Schools." Detroit News, Detroit, Michigan, March 9, 1967.

Article discussing a study to be completed for the Utica, Michigan school district by Dr. Fred Viscolani of Michigan State University, School of Education.

In a personal interview with Utica Superintendent of Schools, Phillip Runkel, Mr. Fink quotes Mr. Runkel as saying: "Following the three month University study, we will involve citizens in our evaluation of year-round schools." The article continues with discussion of the advantages and disadvantages of year-round operation and briefly touches on community involvement to year-round school program.

*First District of Georgia. United States Department of Education, Research No. 7-D-049, January, 1969.

A study to determine the feasibility of a twelve-month school system in the first district of Georgia.

*Fitzpatrick, Dave. "Why Nova School Switched to Three Seventy-Day Trimesters." Nation's Schools, 77 :4, April, 1966, pp. 30, 34.

Reviews history of extended year program at Nova High School since 1963. Nova began its program with a 230-day year, changed to 193 days, and then in 1965 adopted 210-day calendar which is still in use. Details of the school calendar are provided.

Fitzpatrick, William J. "All-Year School, Pro and Con." School and Society, 86: 191-192, April 26, 1958.

Reviews the advantages and disadvantages of the all-year school. Sees the program offering enriched opportunities as the best for pupils and as the one gaining in popularity.

*Flemming, Arthur S. "Our Schools Should Be Open All Year." Good Housekeeping, April, 1963.

This article's essence is contained in one paragraph as follows:

"The shift from the nine month to the twelve-month school year is underway in at least 33 colleges and universities. An increasing number of our secondary schools are using summer sessions in order to help students cut down the time they spend in high school."

It is notable that the former Secretary of Health, Education and Welfare does not cite one specific instance of a secondary school using a twelve-month program.

Fosdick, H.A. "All-Year Schools O.K. But Not On the Quarter Plan." California Teachers Association Journal, 48: 6-7, March, 1952.

Skyrocketing enrollments in elementary grades in San Mateo County, California, caused a committee of educators and trustees to study the quarter plan. When the study was completed and the facts reported, the idea to introduce the plan was dropped. Reasons are reported.

*"Four Plans for Extending the School Year." National Education Association Journal, May, 1961.

Covers the following four plans of extendnng the school year: (1) a staggered quarter for all, (2) a full forty-eight week school year for all the students, (3) a voluntary summer program, and (4) a summer plan for professional personnel. Gives advantages and disadvantages to the above four plans.

The general evaluation shows that plan one has the most obstacles, but that at the present time, most school districts are headed toward plan three.

*"Four-Quarter Plan and Other Methods of High School Plant Utilization, The" Citizens' Committee of the Sequoia Union High School District, Redwood City, California, 1960. 111 pages.

Analyzes four plans: the traditional September to June year plus a voluntary eight-week summer session; the staggered four-quarter plan; the traditional September to June year with double sessions; the 215-day school year with double sessions. The committee estimates the costs of various plans and also considers educational and administrative implications effects on teachers, and the impact on the community. No one plan is recommended; instead, the committee suggests further study and the submission of alternate proposals to the voters.

"Four-Quarter Plan in Operation: Year-Round School for Park's Pupils." PACE Review, 3: 1, December, 1968, p. 1.

Reports the adoption of an extended school year plan at Park Elementary School in Hayward, California. The pilot program, funded under ESEA, Title III, for a two-year period replaces the traditional school year with a 220-day continuous four-[illegible] All children will attend school for all four quarters, with a three-week vacation period between quarters. The school staff has given considerable attention to reworking the curriculum, emphasizing individualized learning.

*"Four-Quarter School Calendar." Croft Leadership Action Folio No. 11, (Exhibit A-3)

Shows the school calendar in sample form for a staggered four-quarter system. It is now in use in the Fulton County school system, Atlanta, Georgia.

*"Four-Quarter School Year: A Status Report with Pertinent Applications to Cincinnati." Cincinnati Public Schools, Department of Research, Statistics, and Information, Cincinnati, Ohio, 1958. 76 pages.

Examines staggered four-quarter plan, with four quarters of twelve weeks each and the remaining four weeks either as a general vacation in the summer or as one week of non-attendance after each term. The report examines data from schools in which the plan was tried or seriously considered and then lists the general advantages and disadvantages of the plan, projecting specific results for Cincinnati. No recommendation is made, but the tone of the report is not enthusiastic.

*Frankfort, Kentucky. "The Extended School Year Legislative Research Commission," June, 1969. 67 pages.

A feasibility study. The extended school year report No. 52. Covers five plans for the extended school year: (1) traditional summer school, (2) four-quartered staggered session plan, (3) continuous sessions plan, (4) New York experiments, and (5) the McComb plan. It is one of the better feasibility studies received to date.

*Freeland, Michigan, March, 1969.

A feasibility study proposal. "STAY"- Start Teaching All Year.

*Fresno, California, April, 1967.

A preliminary draft of the twelve-month school year, pro and con.

Friggens, Paul. "Why Not 'Year' Round Schools." National Parent Teacher, Vol. 53, April, 1959. (Same article in Readers Digest, Vol. 74, May, 1959, p. 87.)

In contrast to the implication in the headline that this is a discussion of bona-fide twelve-month school, the introduction to this article says, "In Rochester, Minnesota hundreds (Note: not thousands) of children, volunteers all, attend an imaginative summer program that benefits students and teachers alike."

Another direct quotation from the article, underlining ours:

"Rochester's exciting summer program is an outstanding example of what can be done to meet today's imperative educational needs. Not only does it challenge the gifted with advanced and extra-credit courses, but is offers to all interested youngsters an "enrichment" program over and above the regular school term, plus expert remedial help in various subjects. Rochester's imaginative blueprint holds promise for thousands of communities in the United States."

Gaumnitz, Walter H. "Underbuilt or Underused? A Searching Analysis of Present-Day School Housing." Clearing House, 30: 275-278, January, 1956.

Poses the question, "Are we seriously interested in studying and experimenting to discover the fullest effective use of our school buildings, or are we more concerned with maintaining the status quo?" Considers all types of year-round use of buildings as well as extension of the school day from 7:30 a.m. to 6:00 p.m.

Geisinger, Robert W. "The Extended School Year Concept." Bureau of Research, Administration and Coordination, Department of Public Instruction, Commonwealth of Pennsylvania, 1968. 30 pages.

Surveys literature regarding extended school year and reports on studies conducted by Florida and New York. Several extended school year designs are examined; the bulk of the report emphasizes the continuous progress plan.

Gilchrist, Robert S. and Edmunds, Edwin R. "The Value of an Independent Summer Program." Theory Into Practice, 1:3, June, 1962, pp. 162-165.

Argues for an independent summer program rather than an extended school year program. The authors maintain that an extended school year would simply mean more of the same atmosphere and activities, and that children need a variety of experiences, including those outside the traditional classroom structure. The authors propose that a summer program should offer only noncredit courses, thus relieving the pressure for grades or credits. The relaxed atmosphere would permit the teacher to experiment with and evaluate new approaches and would afford the cadet teacher a chance for valuable experiences.

Gillin, B. "Twelve-Month Schools Being Studied by Montgomery." Philadelphia Inquirer, October 20, 1968.

Reports study underway in Montgomery County, Pennsylvania, on possibility of twelve-month school program to relieve problems created by mushrooming enrollment. Dr. Allen C. Harman, county superintendent, reports that a trimester program will receive serious consideration in the study, which will involve several years.

*Gillis, Reid. "Fulton County Schools Four-Quarter Plan." Atlanta, Georgia, 1969.

Explains in detail how Atlanta, Georgia changed from the traditional nine-month program to the new four-quarter plan. Discusses the Carnegie unit credit, the concept of a totally sequential curriclum, and the concept of scheduling students to a master schedule one time each year.

Gillis, Reid. "The Twelve-Month School: A New Approach," Atlanta, Georgia, 1969.

A three section folio which serves as a resource manual for rescheduling the school year and improving the secondary curriculum. It could be used in your own district as a guide to reschedule your own school year.

Gillis, Reid. "The Twelve-Month School Year: Plans and Strategy." Education Summary, September 1, 1968, pp. 5-6.

Outlines basic features of a four-quarter system being initiated in Metropolitan Atlanta in fall of 1968. The author reports that students must attend three quarters but may attend all four. Subject areas have been reorganized into quarter courses and the Carnegie unit has been abandoned in favor of a more flexible credit hour system. The author emphasized that the chief objective of the program is not economy, but improvement of educational opportunity.

Glass, Robert E. "Calendar Possibilities for Year-Round Schools." Theory Into Practice, 1 :3, June, 1962, pp. 136-140.

Examines four extended-year school calendars, listing the advantages and disadvantages of each: a voluntary summer program, double sessions with a summer enrichment program, a continuous school year, a staggered four-quarter system. The author appears to favor the first plan.

*Golding, Leonard H. "Program STAY." Unpublished class paper, 3249 Northwest Drive, Saginaw, Michigan, March, 1969.

Contains an analysis, advantages and disadvantages, and a view of the Freeland, Michigan study. Superintendent Robert Young developed a program called STAY: Start Teaching All Year.

*"Greater America Through Public Education, A" Michigan Citizens to Advance Public Education, P.O. Box 2, Lansing, Michigan 48901.

A message from a group of people who wish to maintain the status quo of present day educational procedures. This interesting article is opposed to public aid to private schools and seeks to have present laws adhered to.

Greider, Calvin. "Let's Lengthen the School Year." Nation's Schools, 62: 28-29, August, 1958.

Considers the adoption of the four-quarter plan impractical and unwise. Advocates a 200-day school year of seven hours daily for junior and senior high schools to provide more time for instruction, greater plan utilization, and longer term of employment for teachers.

Greider, Calvin. "Teachers Don't Get Summer Vacations, They Get Laid Off.", Administrator's Clinic.

States that nationwide survey shows about three-fourths of the new teachers (close to 35 percent of the total teaching force) supplement their incomes from either in or out of the profession. Stresses the point that teachers do not get summer vacations, but instead they get laid off from work. Gives three solutions: (1) pay teachers three weeks vacation pay, (2) extend the school year to 200 days or adopt a four-term staggered school year, and (3) place all teachers on a 48-week salary year. Here they would teach forty weeks and rotate the other eight weeks in the following order: (a) school related work, or (b) college study or travel, or (c) individual pursuits.

*Greider, Calvin. "Teachers Don't Get Summer Vacations, They Get Laid Off." Nation's Schools, 1967, 79, 4.

Author sees the year-round school as a possible solution to the problem of teacher summer unemployment.

*Grosse Pointe, Michigan, February, 1964.

Results of a survey conducted in Grosse Pointe. Includes a report to the Board of Education based upon final tabulations of survey results.

Guba, Egon G., editor. "The Year-Round School." Theory Into Practice, 1 :3, June, 1962, pp. 121-175.

Devotes entire issue to examination of the year-round school.

Hack, W.G. "Year-Round School: A Review Essay." Theory Into Practice, 1962, 1, 170-175.

A review of case studies on year-round schools concludes that there is a dearth of rigorous research on the topic, and there appears to be near unanimity in rejecting the four-quarter or year-round plan. Includes an 18 item bibliography.

Hamann, H.A. "Longer School Year?" Illinois School Journal, 1968, 48, 47-50.

Outlines some of the advantages and disadvantages of three currently advanced year-round school plans: (1) an expanded summer school program, (2) the four-quarter staggered plan where students attend school three of the four quarters, and (3) a plan in which students attend school 240 days per year and graduate at an earlier age.

Hannah, J.A. "How to Escape from a Three-Sided Box." Michigan Educational Journal, 1964, 42, 8-10.

Author argues for an extended school year to aid in solving diminishing opportunities for the poorly educated.

*Harltey, Nell Tabor and Ankrum, Janet L. "Planning an Extended Hour Program." School Libraries, summer, 1968.

Results of a national sampling show that with careful pre-planning based on sound objectives, it is possible to initiate a vigorous extended hours program in school libraries.

*Harper, Creek, Michigan, 1966.

A study to review the status of the twelve-month school year.

*Hartford, Connecticut, May, 1969.

A possible plan for a twelve-month school program. September 19, 1968, the board requested administration to study year-round schools. February 6, 1969, the study was received and filed. On May 1, 1969, final report was given to the board for consideration. The final report looks at the four-quarter plan, the expanded summer program, the extended school day, and the multiple trails extended school year.

Hartsell, Horace C. "The Twelve-Month School." Bulletin of the National Association of Secondary School Principals, 37 :198, December, 1953, pp. 18-33.

Stresses need for year-round schools and reviews history of all-year school experimentation. The author analyzes the problems encountered in such programs as the four-quarter plans of Aliquippa and Ambridge, Pennsylvania, and recommends a program such as those in South Park Schools, Beaumont, Texas; Glencoe, Illinois; Decatur, Illinois; and Rochester, Minnesota. These plans involve a voluntary summer school used for enrichment and experimentation, and extended-year contracts for teachers.

Hebb, Bertha Y. "All-Year Schools Have Many Advantages." School Life, 8: 198, May, 1923.

Cites advantages and names systems that "have returned to the all-year school calendar" of the 1840's.

Henderson, H. "Why Close Schools in Summer?" Colliers, 137: 93-97, June 22, 1956.

"Some communities are finding that both pupils and teachers can benefit from voluntary summer-school sessions," the author reports following interviews with superintendents and teachers in Rochester, Minnesota, Lexington, Kentucky, and Beaumont, Texas.

Hicks, Maynard. "The Stevenson Story." The American School Board Journal, 149 :2, August, 1964, pp. 57-58.

Reviews the eleven-month program being begun in Stevenson, Washington. Teachers are offered the option of an eleven-month contract, and voluntary summer classes are held for students in June and July.

*Higginbotham, James M. "School, How Long?" Florida Schools, March-April, 1969.

Brief sketches of plans contemplated in Orange County:

1. Shorten the school day, two schools would operate in one building.
    a. ten hours a day, 7:30 a.m. to 5:30 p.m.
    b. extend the school year to 216 days
    c. each student would attend five one hour periods each day, classes meeting for 55 minutes
    d. teachers work only one shift. This plan to solve rapid student growth in Orange County is known as extended double sessions. It would be 42 weeks long with two weeks for planning and registration.
2. Staggered quarter plan
    a. 48 week, four quarter staggered vacation school year
    b. students are divided into four separate quarters and attend three of the four quarters
    c. teachers are employed for three of the four quarters
3. Consecutive quarter plan
    a. 48 week, four quarter, one month summer vacation plan, commonly know as the twelve-four plan
    b. students in continuous attendance year-round (which does not necessarily solve overcrowding.)
4. Extended summer term plan
    a. pupils attend on a volunteer basis with students and teachers strongly encouraged to participate

Holmes, G.W. and Seawell, W.H. "Extended School Year, Is it Administratively Feasibile?" High School Journal, 1964, 47, 224-229.

Rejection of experimental programs and slow growth of traditional summer programs have been based upon reasons other than administrative feasibility.

Holmes, George and Seawell, William. "Summer School Programs in Virginia." Virginia State Department of Education, Division of Educational Research, Richmond, Virginia, December, 1965. 27 pages.

Traces the history of summer school programs in Virginia and examines current trends. The authors advocate the institution of tuition-free summer programs, pointing out that the students most in need of summer programs are least able to afford the tuition.

Hood, Ralph S. "Economies in the Operation of the All-Year School in the Third Class Districts in Beaver County, Pennsylvania." Master's Thesis, 1935, University of Pittsburgh. (Abstract in University of Pittsburgh, Abstracts of Theses, 11: 278-279.)

Studies the financial reports on file at the State Deparment of Public Instruction and finds the program in question results in economies in salaries, fuel and light, maintenance, and especially debt service; it does not curtail educational offerings.

*Hoover, Dennis. "Year-Round Classes Seen Around Corner." The Dallas Morning News, Monday, December 19, 1966.

Article written to show three advantages of year-round schools: (1) save millions in school construction outlays, (2) conserve scarce teacher talent, and (3) expand educational opportunity for pupils.

*Hoover, Dennis. "Year-Round School May Ease Room Problem." The Dallas Morning News, Sunday, December 18, 1968.

Article written to show how at the present time school buildings stand idle a great deal of the time. By operating the schools on a twelve-month school year, taxpayers could save money and still improve educational opportunities for the boys and girls. Notice the "may" in the title.

*Hoover, Dennis. "Year-Round Schools Will Save the Taxpayers Money." The Mayflower Warehouseman, May, 1967.

An expansion of a newspaper article printed on December 19, 1966 in the Dallas Morning News. Shows how a number of universities are on quarterly or trimester systems and explains three advantages of year-round schools: (1) save money in school construction outlays, (2) conserve scarce teacher talent, and (c) expand educational opportunities for pupils. Same author a year later changes his title from "will save" to "may ease." See previous article by Hoover.

*Houston Chronicle and Houston Post, October 6, 1967.

A reproduced series of newspaper articles (six) formally run to explain to the general public the position of Houston's schools with regard to the year-round school in the form of a trimester program.

*Hudsonville, Michigan, 1968.

A plan to be published showing organizing schools for innovation, change, and research. A year-round school proposal. This is a three-term, three-block plan divised by Mr. Overway, Superintendent of Schools in Hudsonville, Michigan.

"If You're Interested in the All-Year School." National Education Association, The National Elementary Principal, 1962, 41, 46-49.

Traces the history of the year-round school and discusses the advantages and disadvantages of three extended year programs: (1) four quarter plan with rotating attendance, (2) the regular school throughout the year plan, and (3) the extended summer school program.

*"Illinois Joins Trend, A Longer School Year." Springfield, Illinois State Journal, August 24, 1967.

Article explaining how Illinois has passed a law granting all school districts in the state the authority for year-round use of the schools.

*"Increased Interest in Longer School Year." School and Society, March, 1969.

Report over "The Rescheduled School Year" published by the National Education Association. Includes the history of year-round schools; also covers the different types of year-round school programs found today in America.

Irons, H.S. "Utilizing Building and Instructional Materials Twelve Months Annually." The American School Board Journal, 88 :3, March, 1934, pp. 17-19.

Reports on the first two years of twelve-month operation of Ambridge, Pennsylvania. The author, then superintendent of Ambridge schools, reports that results have been satisfactory and that the primary objective--to relieve overcrowding--was achieved at once with the adoption of a staggered four-quarter system. The chief objection to the plan has been the arbitrary assignment of pupils to particular vacation quarters.

*"It's Uphill Fight to Get Full-Year Schools." Detroit News.

Article showing the difficulty school districts encounter when they attempt to extend or change their present school calendar.

* Iwamoto, David. "The All-Year School." National Education Association Memo, January, 1962. Ten pages.

This memo is well written and covers the following material: (1) background, (2) reasons motivating interest in the all-year plan, and (3) all-year school proposals: (a) four-quarter plan with rotating attendance, (b) regular school throughout the year, or (c) extended summer school programs. Included in this memo are 51 bibliographical sources of reference.

James, H. Thomas. "Is Year-Round School Operation Economical?" Theory Into Practice, 1 :3, June, 1962, pp. 141-147.

Discusses the four-quarter plan as an economy measure. The author concludes that the staggered four-quarter plan is more expensive because of increased salaries, higher maintenance costs, etc. The saving in capital outlay which is realized is only a relatively small portion of the total educational cost, the author points out.

*Jefferson County, Colorado, May, 1964. 114 pages.

A citizens advisory committee on greater utilization of school facilities. Contains both majority and minority committee reports over the extended school year study group. Reports cover these two areas: (1) four-quarter plan and (2) trimester plan.

*Jensen, George M. "Another Summer Wasted." Twin Citian, Minneapolis, Minnesota, September, 1964.

Mr. Jensen, former president of the Minneapolis Board of Education, writes of how the twin cities' schools have lain empty for the past three months. The article discusses pros and cons about the all-year school. (Mr. Jensen is organizing chairman of the National School Calendar Study Committee. Its purpose is to stimulate broad public discussion of our ox-cart school attendance pattern and assist wherever possible in crystallising opinion favoring its modernization. - Ed.)

*Jensen, George M.. "Education's Fantastic Coffee Break." Means Magazine, Issue 3, October, 1964.

Mr. Jensen's position is well stated when he exclaimed, "Public education and the concern for its means, methods, and application become a more crucial problem every fall. Must we "waste" one-fourth of every passing school year."

*Jensen, George M. "Eight-Month School Year is Scandalous." The Minneapolis Star, February 26, 1963.

A short but provictive article pointing out one of public education's most serious problems. The idea of a short school year where the best teaching effort is limited is scandalous according to its author.

*Jensen, George M. "Four-Quarter School Plan Advanced." The Minneapolis Star, February 27, 1963.

The four-quarter plan of year-round school is explained and advocated by Mr. Jensen.

Jensen, George M. "Let's Try Year-Round Schools." Parents' Magazine, September, 1967.

Advocates adoption of rotating four-quarter plan. The author cites a number of advantages, including admittance four times a year; vacation jobs for more students; reductions in the dropout and juvenile delinquency rates; improved status and pay for teachers; more efficient utilization of buildings; and relief for overcrowding and teacher shortages.

Jensen, George M. "Let's Update Our School Calendar." Twin City Federal Savings and Loan, Minneapolis, Minnesota, 1962. 12 pages.

Argues for adoption of rotating four-quarter plan on grounds that it would be both economical and educationally beneficial. The author announces the founding of the National School Calendar Study Committee to study year-round schools further and work toward their implementation.

*Jensen, George M. "Should Schools be Used the Year Around?" National School Board Calendar Committee, 1963.

Covers several plans for utilizing schools the year-round. Mr. Jensen has utilized the National Education Association Memo of 1962 and covered the year-round schools in much of the same way. The staggered four-quarter, the twelve-four, and the twelve-one plan are all covered.

*Jensen, George M. "Year-Round School: Can Boards Sidestep it Much Longer?" American School Board Journal, July, 1969.

Covers the movement of the year-round schools in America. In the article the author covers: (1) the first national seminar in Fayetteville, Arkansas, (2) the first statewide conference ever sponsored by a state department of education in Tallahassee, Florida, and (3) the $100,000 grant issued to six Michigan schools this past year.

Johnson, R.D. "What Are the Evidences of Need for a Year-Round Educational Program?" Summary of a presentation, Bulletin of the National Association of Secondary School Principals, 37: 325-327, April, 1953.

Lists ten arguments favoring a change from the traditional school calendar of nine months to scheduling classes on a year-round basis.

*Kehoe, Dr. Ray E. (A letter to Mr. Hazen Schumaker, President of Ann Arbor Board of Education.) Bureau of School Services, University of Michigan, March 6, 1968.

Gives seven reasons why Ann Arbor, Michigan should not go to the four-quarter plan of operation.

*Kehoe, Dr. Ray E. "The Four-Quarter Plan for Year-Round School Operation." February, 1968, Bureau of School Services, University of Michigan.

An eight page memo explaining the four-quarter plan for year-round school operation.

Kerwin, H.S. "Should Schools Remain Idle Three Months of the Year?" California Teachers Association Journal, 57: 13-14, March, 1961.

Presents the conclusions of a two and one half year study in San Mateo, California, designed to assess each of ten plans for increasing high school plant capacity without impairing the quality of the present educational program. "The results indicate that any of the plans studied are workable. Whether there is sufficient evidence to warrant their adoption is a question each person must answer for himself in terms of his own basic educational philosophy.

Klein, H.L. "When a Twelve-Month Plan is Carried Out." Childhood Education, 28: 262-264, February, 1952, Rochester, Minnesota.

Describes the activities and benefits to teachers and pupils of the twelve-month program in Rochester, which is designed "to provide a richer and more varied total experience for both teachers and pupils." The summer service program complements the regular year's program.

Klotz, Richard R. "How Long Should the School Year Be?" Pennsylvania School Journal, 107: 374-376, May, 1959.

Considers the arguments for and against the several all-year school plans. Favors the four-quarter plan for schools faced with crowded conditions; for others, summer camp program operated by the school.

Lambardi, J. "Los Angeles Study of Year-Round Operation." Theory Into Practice, 1962, 1, 131, 135.

Discussion of the findings of a study of year-round schools by the Los Angeles City Schools. The economic consequences were widely favorable, but the anticipated social and educational problems were enough to cause a rejection of the proposal.

*Lawrence, Kansas, August, 1969. 20 pages.

A report on the full year school concept and some specific alternatives such as the twelve-four plan, the sliding forty-eight-twelve plan, five-quarter plan and the modified sliding plan.

*Lee, Beatrice C. "The All-Year School." National Education Association Research Memo, July, 1964.

Deals with the following areas of concern about the all-year school: (1) background, (2) reasons motivating interest in the plan, and (3) all school proposals: four-quarter plan with rotating attendance, regular school throughout the year, and extended summer school programs. In the conclusion, this memo states that disadvantages out-number advantages for both the eleven-month school year and the four-quarter plan. The extended summer school plan appears to achieve many of the objectives of the other two programs with fewer disadvantages. Contains bibliographical sources.

*"Length of School Year and School Day." National Education Association, Circular No. 6, 1965.

A survey showing school districts and both the length of their school year and school day. In November, 1964, the National Education Association Research Service sent questionnaires to 441 districts with student population in excess of 12,000 pupils. Tables show the results of this study.

"Lengthening the School Year." Nation's Schools, 62 :6, December, 1958, p. 6.

Reports on the results of a survey of superintendents throughout the nation to determine their attitudes toward various proposals for extending the school year. While 65 percent of the respondents favored some extension of the school year, there was little agreement on how this should be accomplished. Two specific proposals--for two semesters of 100 days each and for four terms of 50 days each--met with overwhelming disapproval.

*Liebman, Mary, 410 South Ridge Road, McHenry, Illinois, July, 1964. 13 pages.

Brief explanation of the twelve-four plan. Questions and answers, along with advantages and disadvantages, are covered.

Liebman, Mary. "How Nine Year-Round Plans Compare." McHenry, Illinois.

Nine all-year school plans are compared and explained so the interested reader can broaden his background with regards to the year-round school movement.

*Liebman, Mary. "What is a Twelve-Four Plan?" McHenry, Illinois, 1968. 25 pages.

Contains notes on a revised school calendar and a more productive school system. A much more involved document than theprevious one covered in July, 1964.

Lipson, S. "Dilemma of the Year-Round School." Theory Into Practice, 1962, 1, 121, 124.

Discusses issues surrounding year-round schools.

*Livonia, Michigan, August, 1962.

Contains both the August, 1962, staggered four-quarter plan of operation, which is a subcommittee to study extended use of the schools, and the final report (January 7, 1962) to the Livonia Board of Education.

Lomax, Dorothy. "Extended Program and Increased Salaries." Texas Outlook, 30: 2, July, 1946.

Lubbock schools go on a year-round basis with teachers on either a nine or ten and a half months' schedule. Purposes: Inservice improvement and enrichment opportunities for pupils.

*Long Beach, California, January 31, 1952.

Contains a summary of replies to "Inquiry Concerning the all-year school." Long Beach surveyed 107 cities of 100,000 population or more. The results of that survey are included in this summary along with arguments for and against the all-year school.

"Los Angeles Rejects Plan for Keeping Schools Open Year Round; Calls it Costly, Inconvenient." Nation's Schools, 55 :2, February, 1955, pp. 120, 122.

Reports on Los Angeles' study of the four-quarter plan and lists the disadvantages that led the school board to reject the plan. The most serious obstacle was reported to be community inertia.

*MacPherson, Vernon D. "Keeping Schools Open All Year." Nation's Schools, 56 :3, September, 1955, pp. 51-54.

Provides a brief history of the all-year school from 1900 to 1954 and reviews the Los Angeles study of the all-year school. The author examines the problems which arise with the transition to an all-year school program such as the four-quarter plan and concludes that the trend is away from an all-year school and toward a somewhat longer school year with extensive summer programs.

*Martin, John S. "Effective Instruction." 1969. 32 pages.

A report on the four-quarter plan of operation as utilized in Atlanta, Georgia.

*"Materials on Fulton County's Twelve-Month School Plan." Fulton County Board of Education, Atlanta, Georgia, 1968.

Outlines year-round school plan initiated in Fulton County in fall of 1968. Included in the presentation are the rationale behind the program, its structure in terms of time and in terms of courses, the reorganization of the curriculum into independent quarter courses, attendance requirements, and finance. An outline of course requirements for grades eight to twelve is also provided.

May, Frank B. "Year-Round School: A Proposal." Elementary School Journal, 61 :7, April, 1961, pp. 388-393.

Proposes a four-quarter plan in which all children will be required to attend four quarters a year. Each quarter will last eleven weeks, with a two-week vacation after each period. Teachers who serve in the system for four years will be given a year's leave of absence with full pay for study or travel, with the option of waiving this leave and doubling their income this year. The author plans a typical calendar under this system and lists many advanaages to be derived from it.

Merwin, Willard V. "A Trimester Plan." The American School Board Journal, 146 :4, April, 1963, p. 15.

Discusses the trimester plan being initiated in Florida State University's Laboratory School in Tallahassee, Florida. The plan calls for a 225-day year with a slightly longer school day, some night classes, and physical education on Saturdays. For the first two years of the program, all students must attend two and one-half trimesters per year, with the last one half trimester optional. In the third year, students must attend any two of the three trimesters.

*Michigan State University, (for Utica,) March, 1968.

Proposal for the all-year school for the Utica Schools covers the definition of all-year school, brief historical review of the development of public summer schools, and a review of proposals for extending the school year, such as: (1) the four-quarter school, (2) the trimester plan, and (3) simple extension proposals.

The report handles four dimensions for summer school; remediation, enrichment, research, and recreation. The conclusion states very clearly that the year-round school is not about to be enthusiastically embraced by the vast majority of school districts in America in the near future. The report states that to establish the four-quarter plan on the basis of reducing cost is dangerous. The school district must find stronger bases for adopting a year-round school.

*Michigan, University of, Calendar Committee. Final report, June, 1969.

A final report based on year-round school operation of the University of Michigan.

Miles, Dorothy. "Lexington's Year-Round School." The American School Board Journal, 124 :3, March, 1952, pp. 27-28.

Discusses Lexington's summer program, begun in 1948. Teachers are on a twelve-month contract, with a five-year cycle in which they teach in summer school, take university courses, and have one year's personal leave. The summer school classes are based on voluntary attendance and last eight weeks for secondary students and six weeks for elementary students.

*Millius, Peter. "Ugh! Support is Growing Again for Twelve-Month School Year." The Washington Post, 1969.

Three times in this century educators have developed a great deal of interest in year-round schools; 1924 to 1931, 1947 to 1953, and today. All three booms are tied in with growing enrollments and rising school construction costs. This article briefly discusses economic disadvantages to the all-year school movement.

*Mindrum, Beverly. "Summer Vacations 'Wastes Time, Money, Teachers.'" St. Paul Dispatch, Tuesday, September 21, 1965, St. Paul, Minnesota.

The St. Paul School Committee was visited by Mr. George M. Jensen and presented his now famous "coffee break" program with regards to the year-round school. This article covers the article in Means Magazine, "Education's Fantastic Coffee Break," Issue 3, October, 1964.

*Minnesota Department of Educational Research Project No. Twelve, May 1, 1958.

A report prepared for the State Board of Education. It gives a background of the longer school year. This report covers different plans for extending the school year: (1) four-quarter plan, (2) nine and one-half school year plan, (3) twelve-month school year plan, (4) 210-day school term plan, and (5) combination of the "double" session plan with a longer school year.

Misner, P.J. "Teacher's Role in All-Year Program." Journal of the National Education Association, 37: 500-501, November, 1948.

The Glencoe superintendent of schools explains and evaluates the program for the all-year employment of teachers after its third summer of operation. The opportunity it provides teachers for professional improvement is stressed. Teachers are reported as favoring the plan due in part to their role in the development of policies.

Moon, James V. "The Extended School Year." Education, 84 :9, May, 1964, pp. 557-564.

Examines four extended-school year plans, listing advantages and disadvantages of each: the staggered four-quarter plan, the 48-week school year for all, the voluntary summer program, the summer program for staff members. The author gives special attention to the program in Rochester, Minnesota, which combines the third and fourth plans.

Moon, James V. "Extended School Year." Educational Digest, 30, 35-38.

Analyzes the merits of four extended school year plans: (1) a staggered four-quarter plan, (2) a full 48-week school year for all, (3) a voluntary summer program, and (4) a summer program for professional personnel.

*"Mount Sequoyah National Seminar on Year-Round Education." Fayetteville, Arkansas, Fall, 1968. 60 pages.

This report contains reports and speeches by thirteen year-round school consultants. A good report for obtaining a cross-country viewpoint of year-round schools. One evaluation of the conference was that perhaps it would have been better to title the conference "issues in contemporary education" instead of "year-round schools."

*Muskegon, Michigan, June, 1969. Six pages.

Summary over the extended school year. Plan advocates extension from 180 days to 210 days of operation. The extended school year would be planned around volunteer teachers and volunteer pupils.

McCarty, Donald J. "Is the All-Year School the Answer?" University of Chicago Administrator's Notebook, Vol. 6, No. 6, February, 1958.

Following a review of the advantages and problems experienced by schools that tried the all-year school, states his belief that current emphasis upon problems involving enrichment, remedial work, and inservice training, reflects a concern for improving the quality of education.

*McCloy, Helen. "County Schools Get Federal Grant for Study on Extended School Year." Courier-Journal, July 31, 1969, Louisville, Kentucky.

Explains how Jefferson County Schools have received $5,000 federal grant to finance further study into extended school year programs. This money will be used for a fall seminar to acquaint the public with the advantages and disadvantages of rescheduling the school year.

*McCormack, Patricia. "Extended School Year May Soon be Reality." New York (UPI), August 9, 1968.

The ESY, extended school year, would be as distasteful to students as castor oil. "Wrong," say school experts. Experiments in New York State show students reacted affirmatively, ditto for parents and teachers. The article continues with discussion of year-round school movements active in the United States at the present time. The list includes the following: (1) New York State, (2) Delaware, (3) National Education Association, and (4) Georgia.

*McIntosh, W.R. "The Many Faces of the Twelve-Months School." Illinois Education, May, 1961, Vol. 23, No. 9.

Shows how America's life patterns have changed from rural to urban living. Included in this article is possible utilization of the school plant in the form of the continuous attendance plan and the voluntary summer school plan.

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McIntosh, W.R. "Year-Round Programs and Professional Service." Educational Leadership, 8: 286-289, February, 1951.

Full-time salary schedules for teachers were accompanied by development of programs of year-round professional service in several communities. Emphasis is on the Decatur, Illinois, program with references to Center Line, Michigan, Glencoe, Illinois, and Rochester, Minnesota.

*McLain. "The Flexible All-Year School." (A plan to break the lock step in education and facilitate full employment of the work force.) Research Training Center, Clarion State College, Clarion, Pennsylvania, 1969. 17 pages.

A research, demonstration model of the flexible all-year school is being developed and should be complete by the 1970-71 school year at Clarion State College. Describes how this particular flexible all-year school is designed as a learning center. Generally, the report states that the school will function as the learning center, but that the community and all its resources will be considered the "classroom."

*"Nebraska's Support of It's Public Schools and the Year-Round School," 1966.

A paper submitted to a public finance education class giving advantages and disadvantages of the four-quarter plan of operation. Touches the tax arrangement in Nebraska.

*Newark, New Jersey, Summary, January, 1932. Three pages.

A summary of the results of the year-round school movement in Newark during the period from 1912 to 1931.

*"1968 Fall Seminar on Year-Round School." Jefferson County Public Schools, Louisville, Kentucky.

Outlines the pros and cons of the extended school year concept of school organization. The questions and answers are designed to aid staff members to a thoughtful decision as to the feasibility of extending the school year in Jefferson County.

*Northville, Michigan, March, 1969.

A proposal for a grant associated with the feasibility study of year-round school program in the state of Michigan. This district was funded to study the four-quarter plan of operation.

Ogden, C.L. "Four-Quarter Plan; How Practical an Idea?" (Bibliography) American School Board Journal, 133: 19-21, July, 1956; 19-21, August, 1956.

Traces development of the four-quarter plan from an experiment in Bluffton, Indiana, in early 1900's, through 1925 when "some thirteen school systems had undertaken the plan on an experimental basis"

Summarizes advantages and disadvantages of the plan and concludes that it does not have a record of successful operation. Theoretical advantages seem to be outweighed by disadvantages actually experienced in those communities that have tried it.

"Ohio Legislature Supports Year Round School." School Management, September, 1967.

This headline gave a slightly erroneous impression. The article states that the state senate had passed a bill which offered Ohio schools a choice of two plans of year-around schools--three semester of 80 days each or four of 59 days each. But the bill had not been passed by the house.

*Oil City. Pennsylvania, July, 1969. One page.

A paper explaining how Oil City proposes placing all professional staff on twelve-month contracts working 230 days.

Oldham, Francis H. "Length of the School Day and the School Year." Bulletin of the National Association of Secondary School Principals, 46 :275, September, 1962, pp. 194-198.

Discusses the need for more instruction time and mentions various extended school year plans. The author appears generally unenthusiastic about them.

O'Rourke, Joseph. "The Extended School Year: A Teacher's View." Theory Into Practice, 1 :3, June, 1962, pp. 166-169.

Argues for an eleven-month school year not for economy but for quality education. The author emphasizes that an extended school year would provide the teacher with more time for individualized instruction, experimentation, teaching in depth, teacher-pupil interaction, and self-improvement.

*"Other Extended School Year Designs." Croft Leadership Action Folio No. 11. (Exhibit A-1)

A one page chart showing extended school year designs. Included in this chart are the following materials prepared for Congress by the office of education: (1) continuous school year plan, (2) two semester plus modified summer school plan, (3) trimester plan of school organization, (4) quadrimester plan of school organization, and (5) extended Kindergarten to Twelve plan of school organization.

*"Park School Four-Quarter Plan Calendar." Hayward, California, July, 1969.

Shows the result of a 1967-68 feasibility study of putting into practice a four-quarter plan of operation. ESEA Title III project grants of $31,403 from September 1, 1967, to January 31, 1969. A continuation grant of $29,538 was awarded on February 31, 1969 covering the period of February 1, 1969 to August 31, 1969. The total grants of $60,941 was to develop a proposed plan for a compulsory four-quarter plan of operation. This covers grades Kindergarten to Six.

Peterson, Robert G. "The Twelve-Months School." The American School Board Journal, 110 :5, May, 1945, pp. 38-40.

Argues for year-round elementary school to prevent summer forgetting, combat summer behavior problems arising from idleness, teach subjects natural for summer (nature study, etc.), use the school plant more efficiently, and make teachers an integral part of the community. The author proposes that the school year be divided into four quarters of sixty days each, with one week's vacation between quarters.

Petterson, Carl Emmanuel. "The Extended School Year in the State of Utah." Utah State Board of Education, Salt Lake City, Utah University, Salt Lake City, Department of Educational Administration, June, 1966.

This study examines the extended school year and summer school program supported by the State of Utah during the summer of 1965. Facts, statistics, opinions, and other information enable educators and legislators to make informed decisions concerning the future of summer school programs in Utah. Information for the study was obtained from three major sources: (1) an oral interview with each district superintendent, (2) a personal visit to selected schools, and (3) questionnaires distributed to a random sample of parents, students, and teachers. The results of the study led to five recommendations: (1) the summer program should be continued and expanded, (2) increased communication and cooperation is needed between the community and the schools in the formation of summer programs, (3) class size of the summer program should be investigated further, (4) student transportation should be improved, and (5) use should be made of any industrial, historical, or recreational facilities which the community has to offer.

*"Plan to Lengthen the School Day and Extend the School Program into the Summer Months, A" Greeley, Colorado, May 2, 1969.

A plan where the teacher-pupil ratio was increased by one-fourth to finance the cost of keeping the teacher or her substitute at her desk all year to prepare, teach and report to parents. The main feature is that it is voluntary for all after the basic 180 days. The teacher or student may choose any 180 days out of 240. A four-quarter plan.

*Plymouth, Michigan Report, June, 1968.

A study and preliminary recommendations concerning the feasibility and desirability of extending the traditional school term through various programs, such as: (1) voluntary or compulsory summer programs (enrichment), (2) numerous deviations of the quarter plan: (a) rotating attendance, (b)optional attendance, (c) the twelve-four plan, (d) Toledo plan of pupil rotation, (e) Toledo plan of constant quarter plan, and (f) trimester consistent plan. The feasibility proposal contains advantages and disadvantages of a limited nature to all seven plans of operating an extended school year.

*Polk County, Florida, 1966. 65 pages.

A feasibility study for year-round schools for Polk County. The committee studies the three following areas: (1) regular year plus summer attendance, (2) staggered four-quarter plan, and (3) trimester plan. An outstanding feasibility study which covers the possibilities of year-round schools.

*Port Huron, Michigan, March, 1969.

A feasibility study proposal to study the four-quarter plan with rotating attendance.

*Portage, Michigan, June 30, 1969.

Contains both the extended school year (a preliminary report to the Board of Education on February 12, 1968) and the final report of the extended school year study committee to the Board of Education on June 30, 1969. Covers the following plans of year-round school operation: (1) regular quarter plan, (2) four twelve week quarters for all, (3) trimester plan (16-16-8-8), (4) the nine-three plan, (5) the twelve-four plan, (6) the seventy-ninety day plan, and (7) the extended summer use plan.

*"Pupils' School Day and Year." National Education Association Research Bulletin, March, 1969.

An excellent summary over teacher views with regard to both pupils school day and length of the school year. The March, 1969 date makes this summary one of the latest and up-to-date documents available with this kind of information.

*"Questions and Answers About Year-Round School." Connecticut State Board of Education, May, 1957.

A list of questions and answers prepared by the Council of State Governments. Full use of educational facilities. Answers to questions were prepared as a result of this report.

Quick, Gordon Lewis. "The Advantages of Extending the School Year." An unpublished doctoral dissertation, University of Nebraska, Lincoln, Nebraska, 1966.

Reports the results of a survey of 200 superintendents, 200 school board presidents, 100 teachers, and 44 college professors to determine their opinions about extending the school year. Respondents rated various benefits to students and teachers provided by an extended school year and also rated various extended school year plans. The favored extended school year designs were summer sessions for students and professional personnel, and the present two-semester calendar with additional days added to each semester. Except for the teachers, the majority of the respondents favored extending the school year in some fashion.

*Read, Betty (Staff Research Assistant). "The Extended School Year." Alburquerque, New Mexico, July, 1969.

A general research article recently completed by the author. Contains information and materials to be utilized by citizens committee in Alburquerque, New Mexico over the extended school year.

Reavis, W.C. "The All-Year School. In Evaluation of the Various Units of the Public School System." Review of Educational Research, 1: 193-199, June, 1931.

Reviews factors responsible for the shortened school year and conditions leading up to the all-year school. Summarizes the then current literature to show status.

"Report of the Commission for the Study of a Twelve Months' Use of Public School Buildings and Facilities for Public School Purposes." Raleigh, North Carolina, December, 1960.

Following the statement of the Joint Resolution Establishing the Study Commission and of basic factors guiding the Commission, analyzes certain proposals, e.g., ten months' term with eleven grades, four-quarter system, the extended school term, and the expansion of summer school programs. The enactment of legislature enpowering local administrative units to conduct pilot studies or experimentations is recommended.

*"Report of the Twelve-Month School Year Task Force." Seattle, Washington, December 19, 1967.

This report represents a consensus of the eight members of the task force established to study the feasibility of utilizing $230,000 allocated from the state legislature to initiate a twelve-month school year plan in one or more of the Seattle Public Schools. Contains eight recommendations to establish summer schools in Seattle school districts.

"Report on the All-Year School." Teachers Council, Committee on Organization and Administration, New York City, Elementary School Journal, 30: 509-518, March, 1930.

An investigating committee appointed by the superintendent to study the advantages and disadvantages of the all-year school recommended against organizing New York City schools, in whole or in part, on the all-year four-quarter plan.

*"Report on 1969 Summer School Program." Culver City Unified School District, California, March 11, 1969.

A complete report to the Board of Education with regards to upcoming summer programs. Covers the purpose, descriptions of both elementary and secondary program, and the administration and operation of the 1969 summer session. A good in-depth report to the board.

*"Report on Year-Round School." National Education Association Task Force on Urban Education, July, 1969.

A report by the committee on the year-round school. The teachers rejected this report at their summer 1969 national convention because only one teacher served on this committee.

*"Rescheduled School Year, The" National Education Association Research Division, Research Summary 1968-S2, Washington, D.C., 1968. 39 pages.

Provides overview of recent activity in the area of the extended school year. Various types of extended school year plans are examined, and experimentation with these plans is reported. The comprehensive report stresses the need for further experimentation before conclusions about the merits of various plans can be drawn.

*Richmond Unified School District, Richmond, California, January, 1960.

A report on the four-quarter operation of the district's secondary schools.

*Rochester, Michigan, February, 1968.

A report of the committee to study the extended school year. Covers the staggered quarter plan, the New York continuous plan, the New York modified summer school plan, the trimester plan, the quadrimester plan and the extended Kindergarten through Twelve plan.

*Rochester, Minnesota, August, 1962.

A report submitted to the Board of Education over summer activities and personnel assignments.

*"Rochester Residents Favor State Income Tax for Education Needs." The Daily Sentinel, Utica, Michigan, Thursday, July 24, 1969.

Results of a survey taken by State Representative Donald E. Bishop of Rochester, Michigan. Reports that his taxpayers favor state income tax over higher property taxes for support of schools. The fact that local property taxes never leave the communtiy will eventually play the most important role with regards to year-round education, according to Mr. Bishop.

*Rockford, Illinois, 1966.

Covers the rotating semi-semester plan. A year-round school proposal.

*Rockford, Michigan, November, 1968.

The extended school year, a proposed pilot program. Covers the Rockford year-round school plan. The Rockford plan is an extended school year proposal for elementary pilot program. This approach minimizes the basic disadvantages of year-round operation and allows for continuity in the educational process. Generally, the plan calls for 225 days of operation at four hours per day versus the old 180 days at five hours per day. They both add up to 900 hours of classwork. Buildings could be utilized twice a day, thus doubling the amount of pupils to be educated with present facilities.

*Rockville, Maryland, January, 1969.

A memorandum to the Board of Education over a twelve-month school year. After looking at the quarter and trimester plans of operation, Mr. Elserood, Superintendent of Schools, lists disadvantages to changing from present method of school operation.

Roe, Warren A. "The All-Year School." Bulletin of the Department of Elementary School Principals, 6: 10-22, October, 1926.

The principal of a Newark school traces the growth of vacation and summer schools to the development of the all-year school. Cites the economic and educational advantages of the Newark plan, in operation since 1912.

Roe, Warren A. "All-Year School Organization." Educational Method, 10 :2, November, 1930, pp. 66-69.

*Roseville, Michigan, March, 1969.

A feasibility study proposal of the extended school year. Gives rules which Michigan State Board of Education News released on December 11, 1968 to establish year-round schools in Michigan: (1) permit schools to operate on a four-quarter system, (2) receive state financial aid for the entire period, (3) set fourth Friday counts in July, October, January, and April as counting days, (4) operate for 240 days, and (5) students required to attend only 180 days. No specific plan was covered in this application.

Rothwell, Angus B. "Pity the Poor Teacher?" Wisconsin Journal of Education, 94: 12-16, January, 1962.

The State Superintendent discusses a planned full-time career for teachers to fill an imperative need for better education. Advocates the adoption in Wisconsin of a school year of not less than 200 days, and the provision of summer school opportunities.

*Royal Oak, Michigan, March, 1964.

A report of the committee for study of the twelve-month school year. Covers advantages and disadvantages of year-round school program with emphasis on a modified four-quarter plan of operation.

*"Rumblings of Action Toward Year-Round Schools Heard." The Seattle Times, Seattle, Washington, January 30, 1969.

Shows reasons for year-round schools in the Seattle area. States that educators again are looking very close at the twelve-month school year.

Sacramento, California, Del Campo High School. "California Tries Year-Round High School: Idea Gaining Popularity at College Level." American School and University, 1966, 38, 80.

Describes the year-round program at Del Campo High School.

*St. Aubin, Norman. "Proposal for Year-Around School." Principal, Columbus School, Detroit, Michigan, 1967.

The author breaks the school year down into four parts. Each group will attend school 38 weeks or 190 days. The basic program is a trisemester with three staggered vacation periods located throughout the school year. The four groups would attend staggered sessions throughout the school year with staggered vacation periods as well.

*"Salary Policy." California Teachers Association, 1705 Murchison Drive, Burlingame, California, 1964.

Gives an official definition of the academic year in the state of California. Also included is a formula for paying summer school adult education part-time teaching. Take the regular salary schedule times a factor over the regular teaching hours daily times the teaching days per regular days per regular year equals the part-time pay per class period taught. The general conclusion is that if a teacher works beyond the regular school day, he shall be compensated according to his base pay plus training and experience.

*Salsinger, Harry. "Study of Year Round Schools Urged." Detroit News Education Writer, Detroit News, Michigan, November 15, 1967.

The Detroit Board of Education asked Superintendent Norman Drachler to "prepare a proposal for having outside consultants study the pros and cons of year-round schools"..."The plan should include an in-depth study which would take 18 months or two years."

*Sault Sainte Marie Area Public Schools, Michigan, December, 1968.

A study into the feasibility of establishing an annual flexible summer educational program based each year on the changing requirements of the student, the wishes of the community, the advice of the edutors and other annual variables.

*Saxe, Richard. "The All-Year School: Again!" Memos for the School Executive, Vol. 12, No. 1, November, 1968.

Professor of Education reacts to presidential candidate Hubert Humphrey when he called for the country to move forward toward a year-round school. Other indications of the growing interest in the program comes from the state of Ohio which has officially passed an all-year school law effective May 31, 1968. Toledo school board member Richard Duffey gives his views in favor of year-round schools. Also included in the article is definition of term, a very brief history, and a general discussion of the year-round school.

*Scala, Anthony W. Syosset, Long Island, New York, 1968. Nine pages.

Survey of the history and current status of the extended school year in selected public schools of the United States.

Schoenfeld, Clarence A. and Schmitz, Neil. "Year-Round Education: Its Problems and Prospects from Kindergarten to College." Dembar Educational Research Services, Madison, Wisconsin, 1964. 111 pages.

Examines the all-year school concept at all levels. At the elementary and secondary levels, three major patterns are discussed: the four-quarter system, the extended semester, and the extended summer session. Special attention is given to the experiments in Newark, New Jersey and Nashville, Tennessee. The authors also provide an overview of the extended school year in colleges today, emphasizing experiments with the trimester.

*Schreyer, Lowell. "Wilson Goes to Twelve-Month School Year." Mankato Free Press, Mankato, Minnesota, August 13, 1969.

Wilson Campus School goes to a twelve-month school year. In this newspaper article the author describes the all-year school program in Mankato. The schedule is "smorgasbord," and classes are staggered from 7:30 a.m. to 5:30 p.m. The article describes how optional classes are found between 9:30 a.m. and 2:30 p.m. with the rest of the time available for lab work and counseling. The entire setup is designed for individual differences and according to visitors, it holds real promise.

*Seattle, Washington, August, 1968.

The twelve-month or year-round school study. Covers advantages and disadvantages of the quarter plan of operation.

Sessions, E.B. "Maintenance and Operational Costs Involved in a Year-Round Program." Theory Into Practice, 1 :3, June, 1962, pp. 148-153.

Discusses all-year school from viewpoint of school business managers, twenty of whom were interviewed on this subject. Most agreed the year-round school was feasible but would be expensive, largely because of extra costs in maintenance and operations. They estimated that these costs would increase about 25 percent, plus extra costs in administration, transportation, twelve-month salaries for non-teaching employees, and, probably, air conditioning. They pointed out that while a four-quarter plan would effect a savings in capital outlay, only about ten percent of the total educational cost goes for capital outlay. They concluded that the public must be sold not on savings via the all-year school but on educational advantages.

*Shafer, Glen E. "Nebraska's Support of it's Public Schools and the Year-Around School." Nebraska Public Schools, Summer, 1966.

The author completed a finance paper in a public school finance class and has done an excellent job in showing how Nebraska has supported its public schools. This study takes into consideration present tax laws, covers advantages and disadvantages of the staggered four-quarter plan and his general conclusion that the adoption of the staggered four-quarter plan is not feasible for the state of Nebraska.

"Shall We Change the School Calendar?" National Parent-Teacher, 52: 12-14, October, 1957. (Also in Education Digest, 23: 14-16, February, 1958.)

Presents suggestions offered at the Governors' Conference in Williamsburg, Virginia, June, 1957. The usual plans for keeping schools open all year are discussed. Raises the question, "Should the year-round school be tested?" to determine whether our standard school year is best or whether we are simply in a rut.

*Shannon, Margaret. "Will Year-Round School Pass the Test." The Atlanta Journal and Constitution Magazine, July 1, 1969, Atlanta, Georgia.

With no summer tuition for the first time in its history, Atlanta moves into the fourth quarter of its first full year of operation under a volunteer staggered four-quarter plan. With school people across the country watching this experiment, the author simply brings out the conditions behind the new year-round school concept. While Atlanta's great summer experiment is at a crucial stage in development, they are certainly the pacesetters today for establishing a year-round school-education concept in America.

Shiflet, Earl J. "Twelve-Month Employment for Teachers." Virginia Journal of Education, 54: 13, February, 1961.

A proposal by the chairman of a county board of education for the voluntary employment of highly qualified teachers on a twelve-month basis to teach, to participate in workshops, etc., at the discretion of the superintendent. The proposal is primarily a means of strengthening the teaching profession.

"Should the School Year be Lengthened? What Effect Would This Have on the Programs of Health, Physical Education, and Recreation?" Journal of Health-Physical Education, Recreation, 32: 6, January, 1961.

Presents the views of several physical education directors on this "basic issue."

*Shreve, Robert H. "A Survey of Selected Schools Currently Operating Extended School-Year Programs." National Education Association Research Division, March, 1956. Eight pages.

Research publication based on the doctor's dissertation of the same title. Gives recent developments which point out the extension of school services beyond a nine or ten-month school year.

*"Signs of the Times." Jefferson County, Kentucky, 1969.

A brochure which outlines the pros and cons of the extended school year concept of school organization.

*"Skeletal Outline, Year Round School Program." Fulton County Schools, Atlanta, Georgia.

Gives rationale behind the present all-year school concept presently underway in Fulton County. Covers the following: (1) the basic structure in terms of time, (2) class offering, (3) credit to be received, (4) uniqueness of the program, (5) required attendance, and (6) the financial implications.

*Skokie, Illinois and Niles Township Schools, Michigan, January 2, January 23, and March 12, 1969.

Three memorandums: (1) school housing needs to accommodate projected enrollments, (2) rough cost analysis of school alternatives, and (3) feasibility study of optional quadrimester plan.

*"Special Study on School Operations, A" Canton, Ohio, 1962.

Contains purposes of study, a general plan for twin sessions basis each day. The purpose is to extend the school year to compensate for the reduction from five to four hours of instruction per day.

"Status of Year-Round School Programs; Length of School Year for Professional Employees in City School System." National Education Association, Educational Research Service, Washington, D.C., 1952. (50 cents) (Brief summary in School Executive, 72: 82, November, 1952.)

A survey of all cities over 30,000 in population plus some smaller systems revealed no city-wide four-quarter plan program in operation. Reports comments received from several systems. Four systems reported mandatory year-round work for teachers; 44 systems reported such work available, but voluntary.

Steinhiber, August W. and Sokolowski, Carl J. "State Law on Compulsory Attendance." United States Government Printing Office, Washington, D.C., 1966. 103 pages.

Provides information about the compulsory attendance laws of all of the states.

Sternig, John. "Roundup on the Year-Round School." National Education Association Journal, 47: 46-48, January, 1958.

Sees little enthusiasm for the four-quarter plan, but believes that considerable thinking is being done about a general lengthening of the school year. Suggests that Glencoe's Teachers Career Plan, initiated in 1946, accomplishes the generally desired objectives.

*Stiverson, C.L. "General Notes Taken at the National Seminar on Extended School Year in Fayetteville, Arkansas." May, 1969. (Mimeographed)

Contains report from national seminar over year-round schools.

*Stuart, Peter C. "1,100 Students--1,100 Different Curricula." Christian Science Monitor, August 14, 1969.

Newspaper article describing the John Dewey High School in New York City and the new individualized programs developed by computers. This experiment is believed to be the first non-graded year-round school, urban high school in the country.

*"Study Over Year-Round Schools Possible in Pennsylvania, A" Pennsylvania Department of Public Instruction Report, July, 1969. 43 pages.

Covers the following plans: (1) staggered or rotating four-quarter plan, (2) continuous four-quarter plan, (3) staggered trimester plan, (4) continuous trimester plan, (5) split session year-round school, and (6) flexible school year. Another good report covering the extended school year.

"Summary of Replies to "Inquiry Concerning the All-Year School." Long Beach Public Schools, Long Beach, California, 1952. Five pages.

Reports on the results of a questionnaire sent to 107 superintendents in cities with a population of 100,000 or more to determine how many schools were using or considering a four-quarter plan. The returns showed that no schools were using the plan and that there was little interest in such a plan.

*"Summer Activities." Rochester, Minnesota, 1969. 38 pages.

Attempts to describe Rochester's efforts to use its professional staff during the summer months.

"Summer Enrichment Programs." Educational Research Service Circular Number 2, Washington, D.C., 1968. 60 pages.

Describes 81 summer programs designed for enrichment in school districts across the country. The descriptions include such details as grade level, instructional personnel, nature and length of program, financial support, eligible students and costs to students. The programs were chosen on the basis of originality from among 369 programs submitted in response to a survey conducted by Education Research Service among 400 urban, suburban, and rural school districts varying widely in size.

"Summer Programs for Students and Teachers; Excerpts from Extending the School Year." Association for supervision and curriculum development, Educational Digest, 1961, 27, 26-28.

Lays out the results of a survey of summer school programs.

"Summer School." Iowa State Department of Public Instruction, Des Moines, Iowa, February, 1962. 63 pages.

Emphasis is upon voluntary summer school programs. Such programs may have a remedial, make-up, enrichment, acceleration, recreation, or special education purpose. Discusses their administration and presents guidelines for initiating and evaluating these programs.

*"Summer School--Employment for Teachers." National Education Association Research Bulletin, March, 1967.

Based on a questionnaire sent out early in 1966 over administrative practices. Employment for teachers in summer school was the leading type of school work completed by public school people within their own districts. For every three who work in the districts, four do not. Results show that school districts offer other types of employment other than teaching, such as curriculum work, maintenance, recreation, supervision, programming and other miscellaneous work. The study also shows that the greatest cost to summer school is in the form of tuition fees paid by people in the community who could least afford the cost of sending their children to summer school.

"Summer School Programs." Educational Research Service Circular Number 4, Washington, D.C., July, 1963. 46 pages.

Summarizes the results of a survey of summer school programs in 275 school systems with pupil enrollments of 12,000 or more. The report gives details on the length of the summer term, the length of the day, the year the program was established, and the types of courses offered.

"Summer Science Training Programs for High-Ability Secondary School Students, 1962." National Science Foundation, Washington, D.C., 1962. 20 pages.

"Opportunities to obtain intensive experience in science and mathematics will be provided for approximately 7,500 high-ability secondary school students during the summer of 1962 by 151 colleges, universities, and research organizations with the support of the National Science Foundation." The booklet lists the institutions in which summer programs will be offered.

*"Summertime Becomes Vital Part of City Schools Educational Effort." Sylmar Sentinel, Los Angeles, California, Wednesday, August 13, 1969.

Shows how summertime activities in the Los Angeles City School District are playing an ever increasing role toward an extended school year. With title programs and other committments, this district apparently is headed toward a year-round school.

*"Superintendent Calendar Committee Report." Omaha, Nebraska, May, 1969.

Committee report over the rescheduled school year. Covers the four-quarter plan of operation.

*"Superintendents Reject All-Year School Plans; Teachers and Buildings Need Three Months to Recoup and Repair." Opinion poll, Nation's Schools, 55: 6, May, 1955.

In a nationwide sampling of superintendents, 72 percent answered "No" when asked if they would favor an all-year school program with one-fourth of the pupils on vacation each quarter. Reasons for or against the idea are given.

Szuberla, C.A. "Year-Round School Evolution." American School Board Journal, 1968, 155, 13.

The author, when superintendent of schools at Enfield, Connecticut, discusses how their school district increased its summer school participation from one to twenty-five percent. Another example of the trend toward the extended school year.

*Tallahassee, Florida, 1962.

New directions in year-round operation. A trimester plan of operation.

Taylor, D.E. "Year-Round School." School Executive, 65: 50-51, December, 1945.

Keeping school open in summer in Norris, Tennessee, provides opportunity for recreational and remedial programs and benefits the community generally.

*"This is the Extended School Year." School Management, February, 1966.

Capsule summaries are given over the following year-round school programs: (1) continuous school year, (2) modified summer school, (3) trimester plan, (4) quadrimester plan, and (5) extended Kindergarten to Twelve plan. The article explains that, as educators, we will be hearing a great deal more about year-round school/education in the years to come. On the third and final page of the article are listed the advantages of each plan of year-round schools.

*Thomas, George I. "Descriptions of Some Extended School Year Plans." *University of the State of New York*, Albany, New York, August, 1965.

Covers in-depth study of the following extended school year plans: (1) trimester plan, (2) quadrimester plan, (3) extended Kindergarten to Twelve plan, (4) continuous school year plan, (5) multiple trails plan, and (6) two semester plus modified summer school plan. Included in these above plans are the following characteristics: (1) brief description of plan, (2) length of extended school year, (3) length of school day, (4) division in school year, (5) grade levels included, (6) time required to effect savings in classrooms, teachers, and dollars, (7) time required to be self-sustaining, (8) vacations beyond normal Christmas and spring breaks, (9) number of "E" or extra terms pupils may use for remedial instruction, additional or enrichment courses, work experience, etc., (10) advantages, and (11) disadvantages. (See pages 18-19 of "Rescheduled School Year," National Education Association, 1968-S2.)

Thomas, George I. "Economy and Increased Educational Opportunity Through Extended School Year Programs." *New York State Education Department*, Albany, New York, 1956. 18 pages.

Discusses the benefits of an extended school year of from 204 to 216 days: special aid to the culturally disadvantaged, reduction in forgetting, fewer dropouts, reduction in juvenile delinquency, improvement in teaching staffs, savings through reduction in the total enrollment. Dr. Thomas describes several extended school year plans developed by New York State; none of them relies on staggered attendance, which he does not recommend.

Thomas, George I. "Extended School Year Designs." New York State Education Department, Albany, New York, 1966. 126 pages.

Analyzes a number of extended school year plans in great detail supplying sample schedules, cost analyses, adjustment plans, and estimates of the impact on the state. The following plans are examined: the continuous progress plan, in which seven levels could be covered in six years by the use of 210-day school year; the trimester plan, in which three seventy-day trimesters offer opportunity for acceleration and enrichment; the quadrimester plan, with a 204 to 220-day term of four quadrimesters; the modified summer plan, which emphasizes acceleration via seven or eight-week summer sessions; the extended Kindergarten to Twelve plan, featuring a continuous school year of 204 to 212 days and a saving of one year out of thirteen for able students; the split trimester plan, with two and one half trimesters compulsory and the remaining half trimester optional.

Thomas, George I. "Introducing the Multiple Trails Extended School Year Plan." New York State Education Department, Albany, New York, 1968.

Outlines the basic features of the Multiple Trails Plan, which employs an eleven-month school year and a multiple modular approach to scheduling. The ultimate goal of the plan is a cotinuous progress school; this stage could theoretically be reached within several years after the Multiple Trails Plan is initiated.

*Thomas, George I. "Setting the Stage for Lengthened School Year Programs." New York State Education Department, Albany, New York, 1968. 113 pages.

Reports on experimentation with various extended school year plans developed by New York State. Between 1964 and 1967, pilot programs were instituted in several school districts to test the feasibility of various features of these plans. This report summarizes the results of this testing and recommends legislation and areas for state leadership in the program to extend the school year.

Thomas, Maurice J. "Returns on a Year-Round Investment." Educational Leadership, 5 :7, April, 1948, pp. 459-464.

Describes the twelve-month program in Rochester, Minnesota, where teachers are given the option of receiving a twelve-month contract. These "career teachers" spend their summers working in the summer recreation program, teaching special summer classes, participating in local workshops, traveling, or attending university courses.

Tomancik, Mary. "Administrators Dispute Arguments for All-Yesr Schools." Nation's Schools, 47: 69-71, June, 1951.

A number of school superintendents throughout the country advanced their reasons for not favoring the operation of all-year schools.

"TOPS: Teen-age Opportunity Programs in Summer." United States Office of Education, Lansing, Michigan, 1967. 24 pages.

Outlines federally-funded summer programs in six areas. The programs discussed are generally nonacademic.

*Torge, Herman. "The Year-Round School." A thesis submitted to the faculty of Miami University for the Master of Arts degree, Oxford, Ohio, 1968. 95 pages.

A project developed through the Southwestern Ohio Educational Research Council (SWOERC). It was started during 1966-67 school year and was discovered too big for one man during a one year period. The grant was broken down and different all-year proposals were studied. The researchers collected a data bank and developed a bibliographical list of materials for future reference. In the summary, it is pointed out that all-year schools would not save money; on the contrary, it might cost more. The study closes by stating that the school district should focus on the educational needs as determined by the philosophy of the community. Planning for year-round school programs must be long ranged. This planning must include total involvement by all who are concerned.

*"Transmittal of a Three Semester School Plan." Arlington, Virginia, March, 1964.

A plan to increase the effectiveness of the entire educational system in the United States.

*"Tri-District Summer Instructional Program, 1969." Okemos-Haslett, East Lansing School Districts, Michigan, 1969.

Covers course descriptions, enrollment procedures, time schedules, fees and transportation arrangements.

*"Trimester." Houston, Texas, December, 1967.

Explains the pilot program of the trimester in Houston.

*"Trimester." Houston Independent School District, Houston, Texas, 1968. Ten pages.

Outlines the trimester plan initiated in September, 1968 in the San Jacinto High School on a pilot school basis. The year will consist of two eighteen-week terms plus a twelve-week summer term during which a student can earn two and one half credits. Students attend any two trimesters and may attend all three, though tuition must be paid for days of schooling exceeding 175.

"Trimester Plan Makes Nova Novel." Nation's Schools, 73 :4, April, 1964, pp. 84-87.

Features Nova High School in its first year of operation in a "School-of-the-Month" article. Examines such features of the Nova program as its 220-day trimester plan, its ungraded program, its lack of a traditional cafeteria, and others.

*Tucson, Arizona, January, 1962.

The five-term plan of operation. A report of year-round school committee for Tucson, Arizona. Contains the following five terms: (1) summer, June 12-August 18, 49 days, (2) fall, August 21-October 27, 49 days, (3) holiday, October 30-January 19, 47 days, (4) winter, January 22-March 30, 48 days, and (5) spring, April 2-June 8, 47 days. Students would attend four of the five terms (increased use of facilities 20 percent) and average around 191 attendance days.

*"Tucson Citizens' Committee Report on the Year Round School." Tucson, Arizona, 1960. 50 pages.

Proposes the five-term plan to end double sessions and delay the construction of additional buildings. The five-term plan is a staggered attendance plan similar to the four-quarter plan but involving five groups of students and five attendance periods rather than four. The report includes a study on year-round school and building costs done by the Bureau of Educational Research at the University of Oregon. This study found that the five-term plan would save the school district a small amount on building costs but would increase slightly the per-pupil expense for operational costs.

Tuberville, G. "Sociologists Look at the Twelve-Month School Year." Peabody Journal of Education, 1964, 42, 182-186.

Sociologists present their reasons for favoring year-round schools.

*"Twelve-Four Plan, The" Montgomery County Public Schools, Montgomery County, Maryland, 1960. Three pages.

Proposes the "twelve-four" plan, a staggered enrollment plan in which a new group of students begins every four weeks. Students have twelve weeks of school and then four weeks of vacation year-round. Advantages of the plan for students, teachers, and citizens are given. The plan is promoted primarily as an alternative to a building program.

*"Twelve-Four Plan, The" Montgomery County Public Schools, Rockville, Maryland, 1961. Six pages.

Proposal by the Superintendent of Schools to the Board of Education for the adoption of the four-quarter plan for schools of the County. Cites advantages for students, teachers, and citizens, as well as possible disadvantages.

*"Twelve-Month School: Six Possible Arrangements, The" Education Summary, October 1, 1967.

Furnishes very brief outlines of six extended school year designs: the rotating or consecutive four-quarter plan, the extended summer session, the extended semester system, the continuous school year, the trimester system, and the quadrimester system. Mention is made to Vice President Humber H. Humphrey and his reference to a standing ovation of teachers when he stated, "Schools should be open all year."

"Twelve Month School Year?" Scholastic, 68: 7-8, May 3, 1956.

Presents reasons for and against extending the school year.

"Twelve-Month School Year: Will it Solve Your Building Problem?" School Management, 1: 22-25, September, 1957.

"Maybe," says a man who used it: Lytle M. Wilson answers questions on Aliquippa's experience. "No!" says Atlanta, "It's cheaper to build." A committee appointed to study the problem concluded that the plan would cost more, would be bad for pupils and teachers, and would suit nobody, parents least of all.

*"Twelve-Month Tri-Mester School Year, The". Midland Public Schools, Midland, Michigan, October 19, 1960.

Dr. Brittan gives views to a twelve-month trimester school year in Midland. Touches on a few apparent advantages to year-round schools in 1960. Dr. Brittan was Superintendent of Schools in Midland, but has since retired.

United Press International, Week of October 9, 1967.

Quotes James F. O'Neil of Livonia, a Republican member of the State Board of Education, as recommending twelve months schools to help solve teachers' salary requirements and "social unrest" of the 2,000,000 students who are "literally shoved out on the streets every summer in Michigan."

Urbana, Illinois, March, 1959.

A research study by the faculty of Lencoter-Thornburn schools. A proposed experimental summer program.

"Use the Schools the Year Round?" Changing Times, 10: 13-14, April, 1956.

Mentions cities that have tried the plan beginning with Bluffton, Indiana, in the early 1900's and recalls reasons for abondoning them. Advises school systems to think twice before trying to solve the space problems this way.

*Utica, Michigan, March, 1969.

An application for funding for a feasibility study to extend the school year. The study will concentrate on the staggered four-quarter plan with a side look at both the twelve-four and the twelve-one plan.

*"Valley View 45-15 Plan." Lockport, Illinois, April, 1969.

A summary of the Valley View plan of year-round school operation which will open June, 1970.

Vanderslice, H.R. "The All-Year School in Aliquippa, Pennsylvania." Elementary School Journal, 30 :8, April, 1930, pp. 576-585.

Reports on staggered four-quarter plan initiated in Aliquippa in 1928 to eliminate souble sessions and avoid building program. The author, then superintendent of the Aliquippa schools, reports that the plan works satisfactorily, with attendance good in all four quarters. Under the Aliquippa plan, each quarter begins and ends in the middle of a season, so that each student will have a vacation period that includes two seasons of the year.

Vanderslice, H.R. "Five Years' Experience with the All-Year School." Elementary School Journal, 34 :4, December, 1933, pp. 256-268.

Reports that the four-quarter plan has worked well in Aliquippa for five years, effecting savings by means of reduction in the cost of debt service, construction, maintenance, and insurance; in reteaching repeating students; and in teachers salaries.

Wagner, P.B. "Twelve-Month School." Bulletin of the National Association of Secondary School Principals, 40: 218-220, April, 1956.

Reviews history of the movement from the 1904 experiment in Bluffton, Indiana, and cites problems to be faced by systems considering the program.

Wallace, Charles E. "Flexible Scheduling for the School Year." Journal of Secondary Education, 37: 132-135, March, 1962.

A proposal presented to Los Angeles County administrators for a school year of three terms of 15 weeks each to provide greater flexibility in designing schedules for individual students so as to provide (1) opportunity for students to have supervised work experience, (2) enrichment of learning opportunities for the college preparatory students, (3) twelve-month employment for the professional staff, and (4) greater utilization of the school plant.

*Walled Lake, Michigan, January, 1969.

A summary report of year-round utilization of school facilities study committee. It covers the four-quarter plan of operation.

*Warren, Michigan, November, 1967.

Final report on year-round schools from Warren citizens advisory committee. It covers the four-quarter plan of operation and contains financial data to show differencial cost between actual plans of operation.

*"Warren Schools Drop Year-Round Study Proposal." The Macomb Daily, Michigan, Thursday, February 15, 1968.

Shows where Warren dropped their plans for a year-round school after detailed study involving citizens advisory committee study.

*Waterford Township, Michigan, March, 1969.

An application for feasibility study for extending the school year. No one plan of operation is included in this proposal.

*"Way to Add One Classroom to Every Four, A" The Courier-Journal, Louisville, Kentucky, Saturday, March 19, 1966.

Explains from a speech by Mr. George M. Jensen, National School Calendar Study Committee, how public schools in the Louisville area can have more effective schools. The idea stressed here is to utilize your buildings all year on a staggered four-quarter basis.

Webb, F.S. "Bibliography of All-Year Schools and Vacation Schools in the United States." United States Bureau of Education, Washington, D.C., 1923. (Library Leaflet No. 23)

A chronological list of annotated references from 1876.

Weber, H.C. "Defense Through the Educated Quota: The All-Year School." Addresses and Proceedings of the National Education Association, 1925, 63: 751-759. (Same in Journal of Education, 102: 102-107, August 13, 1925, and 104: 347-351, October 18, 1926.)

The superintendent of the Nashville schools sees the all-year school as education's answer to the need for a more productive population. He reports upon his system's first twelve weeks' summer term. Attendance of pupils was voluntary.

*Wehmhoefer, Roy A. "The Twelve-Month School Year: A Study of the Advantages and Disadvantages." Cook County School District, Chicago, Illinois, 1968. Ten pages.

Itemizes the pros and cons of the four-quarter system. A major advantage examined in the report is the fact that the number of teachers needed would drop by one-fourth. The entire staff could be retained, however, teaching loads could be reduced, and time could be given to workshops, research, etc. A major disadvantage seen is the added cost of such a program.

Wenger, Marjorie A. "Glencoe's Summer Program Has Two Aims: Competence and Enrichment." Nation's Schools, 64 :4, October, 1959, pp. 58-63.

Reviews the career teacher plan of Glencoe, Illinois, where teachers are on twelve-month contracts and spend their summers in a variety of activities: teaching in summer school, doing advanced study, traveling, participating in district workshops. The summer program for the children aims at enrichment, not acceleration.

*"What About a Year-Round School?" National Education Association, Research Division, 1965. (Stock No. 051-02070)

Looks at the following four plans for extending the school year: (1) four-quarter system, (2) twelve-month school year, (3) supplementary summer school, and (4) extended service term for teachers. The final determination of which plan is best rests with local professional groups. Stress is made on the fact that parents must be kept informed of any changes.

*"What is a Twelve-Four Plan?" National School Calendar Study Committee, 2015 Kenwood Parkway, Minneapolis, Minnesota 55405. Three pages.

Briefly describes the twelve-four plan of operation for all year schools.

"What One Town Learned in Ten Years of Year-Round School." United States News and World Report, 43: 48-51, August 2, 1957.

The former superintendent of schools in Aliquippa, Pennsylvania, tells how year-round schools worked in his city. The article is written from the point of view "that all-year schools may make a contribution to the solution of perplexing school problems in some communities," and that all communities will do well to study the plan "before yielding to the traditional solution of creating more classrooms."

White, Richard E. "A Board Member Looks at the Extended School Year." Education, March, 1968, pp. 245-248.

Outlines several extended school year plans, examines reasons that prompt such plans, and stresses the need to examine specific factors before adopting an extended school year plan. The article gives special attention to details of the summer program at Rochester, Minnesota.

Wilson, Lytle M. "The All-Year School in Aliquippa." Aliquippa Public Schools, Aliquippa, Pennsylvania, 1958.

Supplies a history of Aliquippa's all year school, which was adopted for reasons of economy. The author itemizes savings of $282,000 over seven years under the four-quarter plan and reports that there were no visible effects on attendance, health, or achievement.

Witherspoon, Ralph L. "Effect of Trimester School Operation on the Achievement and Adjustment of Kindergarten and First through Third Grade Children." United States Department of Health, Education, and Welfare, Office of Education, Bureau of Research, 1968. 29 pages.

Examines the effect of extended school attendance (225 days a year) on young children. After a three-year study of children in grades Kindergarten to Third at the Florida State University Laboratory School, which operated on a trimester basis, the author concluded that children who attended school during the summer tended to have more behavioral problems and lower achievement than children who did not attend summer sessions. He suggested further that "there may be an optium time period of instruction beyond which undesirable effects result."

Woolatt, L.H. and Thomas, G. "This is the Extended School Year; Excerpts from Economy and Increased Educational Opportunity Through Extended School Year Programs." School Management, 1966, 10, 88-90.

Presents some of the facts relating to and some of the advantages

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of five extended school year programs: continuous school year, two semesters plus modified summer school, trimester, quadrimester, and extended Kindergarten to Twelve.

*"Workable Plan for Year-Round School Sought." Schools in Action, January 3, 1969. Cincinnati, Ohio Public Schools.)

Superintendent Paul A. Miller named a twelve member steering committee to make recommendations for the possible implementation of a workable plan for year-round operation for Cincinnati Public Schools. The article continues to explain the needs of the committee to study various forms of year-round programs and report back no later than March 12, 1968. The following references are to be found in the study: (1) non-graded program in the elementary school, (2) modular scheduling at the secondary level, (3) year-round contracts for teachers, (4) team teaching, (5) work experience arrangements, and (6) relationship of the year-round school operation to allied community efforts.

*Wright, Grace S. "The All-Year School." United States Department of Health, Education, and Welfare, Washington, D.C., 1958. 14 pages. (Circular No. 470.)

Examines various extended school year plans, citing the advantages and disadvantages of each plan. An annotated bibliography is included in the circular containing 51 sources.

Wyman, Raymond. "Full Employment of Teachers and Schools." American School Board Journal, 135: 25-26, July, 1957.

Sees the double-session day and eleven-month school as the answer to the school building shortage. Proposes that teachers be on an eight-hour work day--four hours of teaching and four hours in an office to be provided--with no evening work. Emphasizes economies and states the opinion that pupils might learn more rather than less, for teachers would be fresher and better prepared with materials and ideas due to increased preparation time and fewer hours with children.

*"Year-Round Education for Public Schools." Charles E. Kittering Foundation, April, 1969. 22 pages.

Report from a private foundation over year-round education for public schools. The stress from the foundation is for year-round education, not necessarily year-round schools.

*"Year-Round Operation of the State Colleges." California, February, 1966.

A background paper on year-round operation of state colleges in California.

*"Year-Round School." American Association of School Administrators, National Education Association, 1960. 26 pages.

Covers brief history of education and stresses need for looking at some new labels: (1) staggered four-quarter plan, (2) full 48-week for all, (3) voluntary summer program, and (4) summer program for professional personnel.

"Year-Round School." Nebraska State Department of Education, November, 1964. 9 pages.

Report over the state of the year-round school in Nebraska. The quarter plan is discussed as are the pros and cons of this type of all-year school.

*"Year-Round School." Report Card, Ohio Education Association, February 10, 1958.

Charles A. Mooney, new school board president, declared his first goal for Cleveland, Ohio School System was year-round schools. This release indicates that Cleveland Schools must look hard at the feasibility of year-round schools.

"Year-Round School, The" Theory into Practice, 1: 121-175, June, 1962.

Contains eight articles by different authors on various aspects of the all-year school including possible calendar plans, costs of operation, cultural implications, the value of an independent summer program, and a teacher's view of the extended school year.

*"Year-Round School and Building Costs, The" School of Education, University of Oregon, January 10, 1962. Eight pages.

Summary of the study made by the Bureau of Educational Research, School of Education, University of Oregon, Eugene, Oregon. The report on year-round school and building costs for the Tucson Public Schools in Tucson, Arizona is an outstanding study on actual costs of year-round schools. The consultants who studied Tucson Schools stated in the repott that "decision concerning the year-round school for Tucson will have to be made on other basis than the savings which could be effected in building construction." Generally, the principal of "final decision" has to be made on the basis of providing the best possible education within any given district. This becomes the prime consideration for any decision with regard to any change of present school programs.

"Year-Round Schools--An Idea That's Coming Back. Way to End Overcrowding, Cut Need for New Buildings." United States News and World Report, 42: 32-34, March 1, 1957.

Sees a great demand for the trial of the year-round operation of schools. Reports savings calculated by systems that have tried or planned to try the four-quarter system. For example, Fairfield, Connecticut, estimated it could save $300,000 annually. However, because of parental objections and administrative problems, it decided against the plan.

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*"Year-Round Schools for Polk County, Florida: A Feasibility Study." Florida Educational Research and Development Council, College of Education, University of Florida, Gainesville, Florida, 1966. 71 pages.

Examines seven school year plans, including the four-quarter plan, the summer session plan, and the trimester plan. For each plan, there is an examination of administrative feasibility, teacher and pupil personnel problems, curriculum development, and public relations, as well as a detailed cost analysis. The report also furnishes the results of a poll of public reaction to each of the school calendars discussed. A further study of the Multiple Trails Plan developed in New York State is recommended, since the council finds this plan to appear perhaps most promising of all it reviewed.

*"Year-Round School Movement." Educator's Dispatch, March 15, 1968, Vol. 23, No. 13.

George M. Jensen reports that the year-round school movement is picking up steam in this country. Three reasons why Mr. Jensen would like a staggered four-quarter plan where pupils attend three of four quarters are: (1) to adjust curriculum to fit individual needs, (2) increase school plant productivity, and (3) to broaden teenage opportunities.

*"Year-Around Schools OKd." Lansing, Michigan, 1969. (UPI)

Newspaper article showing where the Michigan State Board of Education has moved to permit year-round operation of Michigan's public elementary and secondary schools. The published rules would permit schools to operate on a four-quarter system and receive state financial aid for the entire period. The article continues to explain that public hearings will be held on the rules before given final approval.

Yeomans, Edward. "And Gladly Learn: Summer Enrichment Programs for Urban Children." National Association of Independent Schools, Boston, Massachusetts, 1965. 50 pages.

Describes summer enrichment programs conducted at private schools for children from the inner city.

[1] Credit for a minor portion of this annotated list must go to unknown educational researchers across the country who included some annotations with the nearly one hundred feasibility studies contained in the Utica Community Schools data bank.

Special credit goes to:

Grace S. Wright. "The All-Year School." Circular Number 470, United States Department of Health, Education, and Welfare, Washington, D.C., 1958, fourteen pages. Contains an annotated bibliography with 51 sources of year-round school titles which was included in this list.

Included in this list of annotated sources over year-round schools are 86 published and unpublished feasibility reports as found in the Utica Community Schools data bank. Also included in this list are 106 annotated published articles which were utilized by the entire educational community of the Utica Community Schools, found, as well, in our data bank.

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A list of bibliographical materials for year-round schools

The following list of bibliographical materials was compiled as a result of educational research by the Utica Community Schools which was awarded a grant of $19,500 from the Michigan State Department of Education for the purpose of conducting a feasibility study for year-round schools in Utica, Michigan.

The bibliographical breakdown of resource materials is as follows:

A. Books

B. Periodical articles

C. Pamphlets

D. Newspaper articles

E. Unpublished feasibility reports

F. Dissertations

A. Books

Bauman, W. Scott. The Flexible System, An Economic Analysis of Advantages of the Quarterly Calendar in Public Schools. Business Research Center, Toledo, Ohio, 1966. (EDRS: ED 011 688; $.25 MF, $1.84 HC.)

Dictionary of Education. Second edition. McGraw-Hill Book Company, 1959.

Gardner, John W. Goals for Americans. "National Goals in Education." A report of the President's Commission on National Goals. Prentice Hall, Inc., New York, 1960.

Gillis Reid and Oldham, Neild B. (Ed.) The Twelve-Month School: A New Approach. Croft Educational Service, 1969.

Liebman, Mary A. What is a Twelve-Four Plan? National School Calendar Study Committee, Minneapolis, Minnesota, 1968.

Otto, Henry J. Encyclopedia of Educational Research. "All Year School," Elementary Education-III. Organization and Administration," and "Length of School Years." (W.S. Monroe, Editor) Revised edition. MacMillan Company, New York, 1950.

Schoenfeld, Clarence A. and Schmitz, Neil. Year-Round Education; Its Problems and Proposals from Kindergarten to College. Dembar Educational Research Services, Madison, Wisconsin, 1964. 111 pages. $3.00.

Shane, Harold G. and Polychrones, James Z. Encyclopedia of Educational Research. "Organization of the Elementary School--Length of Elementary Education." (Edited by Chester W. Harris) Third edition. MacMillan Company, New York, 1960, pp. 424-425.

Thomas, George I. Economy and Increased Educational Opportunity Through Extended School Year Programs. University of the State of New York, State Education Department, Albany, New York, August, 1965.

Thomas, George I. Extended School Year Designs, An Introduction to New Plans of School Organization Which Can Result in Financial Economics and Provide More Education for All Pupils. University of the State of New York, State Education Department, Albany, New York, 1966.

Thomas, George I. An Introduction to the Multiple Trails Extended School Year Plan. University of the State of New York, State Education Department, Albany, New York, 1964.

Thomas, George I. Setting the Stage for Lengthened School Year Programs. University of the State of New York, State Education Department, Albany, New York, March, 1968.

White, J.B., Johns, R.L., Kimbrough, R., and Myers, R.B. Year-Round Schools for Polk County. University of Florida, College of Education, Gainesville, Florida, 1966.

Year-Round Schools. National Education Association, American Association of School Administrators, 1960.

B. Periodical articles

Adams, Andrew S, (Director of Selection, VISTA, Washington, D.C.) "Criticisms of the Year Round School Can Be Answered." Nation's Schools, November, 1967, p. 70.

Adams, Andrew S. "Look Hard at This Year Round School Plan." American School Board Journal, 156: 11-15, July, 1968.

Adams, Andrew S. "Philosophy and Goals: Educator Cites Obstacles to Year-Round Schools." Education Summary, December 15, 1967.

"Administrators Dispute Arguments for All-Year School." Nation's Schools, June, 1961.

"Advantages and Disadvantages of the Four-Quarter Twelve Months Plan of Operation of the Public Schools of Florida." Changing Times, April, 1956. (Reprint)

Agger, R.E. and Goldstein, M.N. "Education Innovations in the Community." 1965, ED 010 164.

"All-Year Cure All?" Time, 71 :67, March 10, 1958.

"All-Year High School--Experiment Ends in Failure." School Management, November, 1966, p. 73.

"All Year Program, The" School Executive, April, 1949.

"All Year School." Elementary School Journal, October, 1929, 30: 83-84.

"All-Year School, The" Journal of Education, December 5, 1919.

"All-Year School, The" Journal of Education, August 13, 1925.

"All-Year School, The" National Association of Secondary School Principals, October, 1926.

"All-Year School, The" Review of Educational Research, June, 1931, pp. 237-238.

"All-Year School, The" School Executive, 50: 121-123, 147, November, 1930.

"All-Year School, The" School Management, February, 1966, 10: 86-92.

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Glinke, George B. "A List of Annotated Sources Covering Year-Round Schools," Utica Community Schools, Utica, Michigan, October, 1969.

Glinke, George B. "The Year-Round Educational Movement: Its Historical Implications on Today's Urbanized Culture," Utica Community Schools, Utica, Michigan, February, 1970.

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Glinke, George B. "A List of Outstanding Year-Round School Educators in America, "Utica Community Schools, Utica, Michigan, February, 1970.

APPENDIX A.

A list of published articles and other materials available in the Utica Community Schools Year-Round School data bank.

Adams, Andrew. "Look Hard at This Year-Round School Plan." American School Board Journal. July, 1968. pp. 11-15.

Proposes "sliding" four-quarter plan with four twelve week quarters, one week's vacation after each quarter. One-fourth of the students in each grade begin each quarter, attend four consecutive quarters, then vacation one quarter. In this way, a student's vacation quarter falls at a different time each year.

Adams, Andrew S. "Philosophy and Goals: Educator Cites Obstacles to Year-Round Schools." Education Summary, December 15, 1967.

The lack of adequate laws, family traditions, school maintenance in summertime, etc., are all obstacles to year-round schools.

"All-Year School." Assist Center - Information Service, 33030 Van Born Road, Wayne, Michigan, 48184.

Reproduced history of year-round schools from the Detroit feasibility study in 1958.

"All-Year School, The." NEA Research Memo, July, 1958.

It gives the history of the all-year school, the background, and other motivating reasons for looking at the extended school year. 13 pages.

"All-Year School, The." Time Magazine, August 15, 1969.

An article describing Atlanta's new, year-round approach to Urban education. It states that more than 250 school districts in America have recently considered year-round schools, but failed to name them when contacted by letter.

"All-Year School Outlined." Cleveland News, March 12, 1958.

Newpaper article describing advantages to a twelve-month school year program. Discusses a 53 page report divided into four principal sections:

1. School organization
2. Curriculum
3. Finance
4. Summary over advantages and disadvantages of the plan

"All-Year School, Time for a New Look?, The." School Management, February, 1966.

An interview with James E. Allen, Jr. on the topic of the all-year school. A series of questions and answers about five new plans of year-round education:

1. Continuous school year
2. Two semesters plus modified summer school
3. Trimester
4. Quadrimester
5. Extended Kindergarten to Twelve

Angelos, Constantine. "Educators Hear Call for 'Will to Tax Ourselves.'" The Seattle Times, Sunday, September 15, 1968.

Arthur S. Flemming, a former secretary of Health, Education, and Welfare, tells of America's failure to tax herself for an Educational Bill of Rights for the disadvantaged. Newspaper article.

Angelos, Constantine. "Twelve-Month School Urged by Board President." The Seattle Times, May 3, 1967.

A newspaper article describing Dr. Tidwell, school board president, and the stand he made about year-round schools at a sand point P.T.A. dinner meeting.

"Area Poll Shows Parents Against Year-Long School." The Daily Tribune, Wednesday, July 24, 1968. (Royal Oak, Michigan)

Newspaper article stating area parents opposed to year-round schools.

"Atlanta: Quarter System Faces Trouble." August 5, 1968.

Newspaper article showing where Atlanta, Georgia schools are running into difficulty as a result of their year-round school program.

Aweeka, Charles. "Edmonds Schools Take Long Look at Summer Vacation." The Seattle Times, January 26, 1969.

Newspaper column discussing the possibilities of year-round schools in the Edmonds School District.

"Bandwagon for the Extended School Year." Education Summary, May 1, 1968.

Short insight into the possibility of year-round schools across America. It lists sixty districts taking a hard look at the extended school year, but could not produce the names of those districts when queried by mail. For a more detailed list of school districts, consult the September 5, 1969 list of unpublished studies compiled by George B. Glinke, Utica Community Schools, Utica, Michigan.

Bauman, W. Scott. "Four-Quarter Plan Uses Schools All Year Long." Nation's Schools, 80:5, November, 1967. pp. 69-70.

Advocates adoptions of four-quarter plan to increase efficient utilization of facilities and personnel and to permit curriculum to meet the needs of the individual. The author's views are defended by Andrew Adams and criticized by Alvin Zachrich.

Best, Leonard E. "The Twelve-Month Pancaea." Education Summary, February 5, 1968.

A short summary concerned with 100 million dollars worth of new buildings which must be built in New Jersey each year. The author feels that perhaps a year-round school program could eliminate unnecessary building costs.

Bianchi, Evelyn. "Extended Work Year for Teachers." NEA Research Memo, December, 1960.

Results of a May, 1959 questionnaire showing extended work year for teachers. 5.2 percent of teachers who responded state they have a twelve-month school year. 9 percent said they are considering the plan. In all other cases, the year-round school plan was not considered or was rejected. The twelve-month school year plan was four times as common in 1958-59 as in 1948-49. The greatest move in this direction occurred in districts with populations between 5,000 and 30,000 pupils.

Bloom, Arnold M. "Let's Use the 87 Percent That's Now Wasted." American Schools and Universities, February, 1966.

Mr. Bloom indicated in his editorial that school plants should be studied for two areas: a. lengthening the school year and, b. lengthening the school day. With increased enrollments, we must utilize both buildings' staffs and students now during the 87 percent of the time they are currently being wasted.

"Broadening Role of the Classroom Teacher, The" Educator's Dispatch, February 15, 1968, Vol. 23, No. 11.

Explains how the twelve-month professional teacher is becoming more and more common in school districts in America. Teachers are involved in curriculum development and extended summer school programs at an ever increasing rate.

Cammarota, Gloria; Stoops, John A.; Johnson, Frank R. "Extending the School Year." Association for Supervision and Curriculum Development, Washington, D.C., 1961. 60 pages.

Discusses various summer programs. The authors recommend a voluntary tuition-free summer school which is integrated with the regular school year as far as both program and budget are concerned. They also recommend year-round contracts for teachers and discuss the programs in Rochester, Minnesota, and Langhorne, Pennsylvania, as examples of successful year-round programs using year-round contracts for teachers and providing strong summer school programs.

Carnine, K.S. "The All-Year School." Sacramento City Teachers Association, Inc., April 30, 1963.

The Sacramento City Teachers Association discusses the advantages and disadvantages of the year-round school. They make a recommendation that teachers desiring full time employment do so on a full year rotating summer arrangment. Work three summers, attend college one summer, and have one summer off for an extended vacation.

Caudill, William W. "False Economies in Schoolhouse Construction." Summary Review, May 18, 1963.

Mr. William W. Caudill, a widely known school architect, discusses the unnecessary heated debated over schoolhouse construction costs. Contemporary issues such as carpetry, air conditioning, and other areas are covered.

Chadbourne, Merle B. "Optional Full-Year Professional Employment." Sacramento City Teachers Association, February 2, 1961.

A proposal to the school administration from the teacher group requesting full-year employment. This report contains thirteen various values to the pupil, community and to teachers as a result of full-time professional employment.

Childress, Jack R. and Philippi, Harlan A. "Administrative Problems Related to the Eleven or Twelve-Month School Year." High School Journal, Vol. 47, March, 1964.

The prognosis of the writers of this article is that by the early 1970's most of the good school systems in America will have an eleven or twelve-month school year. This article deals with major administrative problems connected with year-round schools.

Cisneros, Joe. "Year-Around School Program Would Change Lots of Things." The Daily Sentinel, Utica, Michigan, April 13, 1969.

Newspaper article explaining several changes that would come about if Utica, Michigan were to go to a year-round school program. Swelling enrollment, increased cost are among basic considerations for the year-round school study.

"Concept of an Extended School Year is Receiving Stimulation, The" Educator's Dispatch, June 1, 1968, Vol. 23, No. 18.

Vice-President Humphrey asks that schools be kept open this summer to forstall summer riot problems. The concept of an extended school year was given a boost by the Vice-President in a speech given before the National Science Teachers Association.

Cotton, Marlene. "The Extended School Year: What's Being Done." Education Summary, July 1, 1968.

An article which highlights the activities of studies being conducted in New York State by Dr. Thomas. Tests in New York showed that students did not learn more in air-conditioned rooms than those not air-conditioned. Other results showed that a summer program was not detrimental to the childrens' health. Students who benefited most were slow learners. A most interesting conclusion drawn was that in this study, most teachers, when given the choice, preferred to have a year-round job rather than one to be supplemented in the summer.

Craig, Dorothy; Kraus, Beth; and Hoyt, Jane. "Year-Round School Policy May Relieve Macomb County." The Macomb Daily, Tuesday, January 7, 1969. (Michigan)

A two part series showing interest in Macomb County, Michigan about year-round school education. Discusses a possible $100,000 grant to study year-round schools in Michigan. (This grant was awarded to six districts in Michigan.) The following received monies:

1.	Utica Community Schools Utica, Michigan	$19,500
2.	Ann Arbor Public Schools Ann Arbor, Michigan	$18,500
3.	Northville Public Schools Northville, Michigan	$19,656
4.	Okemos, Haslett, East Lansing Schools Submitted by Okemos School District Okemos, Michigan	$17,600
5.	Port Huron Area Schools Port Huron, Michigan	$19,200
6.	Freeland Community Schools Freeland, Michigan	$5,635

"District Offers Teachers Twelve-Month Employment." Administrative Reports, November, 1967.

The school board in Montgomery County, Maryland has revised its personnel policies to permit 25 percent of the teaching staff to work beyond the customary ten months. Teachers working the twelve-month period put in thirty-one extra days beyond the 195 required for the ten month teachers and received 14 percent more pay than the regular salary schedule.

"Economy and Increased Educational Opportunity Through Extended School Year Programs." The State Education Department, University of the State of New York. August, 1965.

A booklet prepared by Dr. George I. Thomas from the office of Research and Evaluation. This brochure introduces challenging new concepts of school organization offering solutions to educational problems today. It explains that the two reasons for the extending of the school year are:

1. The number of pupils to be educated will continue to increase.
2. Social and economic changes are increasing the demands placed on all of our schools.

Several characteristics of selected extended school year designs are covered in this booklet. 18 pages.

"Education News Service, Columbus." National Education Association and Ohio Education Association. July 20, 1962.

An education news service release explains the position of E.B. Sessions, associate professor in Ohio State University's Bureau of Educational Research and Service. The theme of this release is that education must be able to sell the public on the idea that the benefits of a year-round operation come from increased educational advantages and not from the saving of money. Also stated in the release is the premise that any final determination regarding year-round education should rest with the tax payer.

Ellena, William J. "Extending the School Year." Today's Education - NEA Journal, May, 1969.

The concept of an extended school year is discussed through a staggered term for all students, the 48 week proposal, and a full year of work for professional people is also included with this material along with a brief look at the Multiple Trails approach of the future.

Engh, Jeri. "Why Not Year-Round Schools?" Saturday Review, September 17, 1966. pp. 82-84.

Reviews advantages of year-round schools, with emphasis on rotating four-quarter plan. Among the benefits mentioned are the alle-

viation of overcrowded classrooms and the reduction of construction needs; opportunities for families (and businesses) to schedule vacations at different seasons of the year; increased flexibility, with implications for curriculum and scheduling; professional status and pay for teachers; reduction in the rate of juvenile delinquency.

"Evaluation of Trimester Program." San Jacinto Senior High School, Summer-1968. (Houston, Texas)

Faculty members take a look at their local high school as a result of their adopting a trimester school plan. Generally, the teachers reported unanimous approval of the program stating that this pilot program was one way to solve overcrowded classrooms, as well as utilizing all facilities.

"Excerpt from Proposed Salary Policy of the CTA." California Teachers Association, June, 1963.

Gives a formula of pay as determined by regular salary schedule times a factor of average teaching hours per day times the teaching days per year. This factor equals part-time pay per class period taught above the regular assigned program.

"Expensive, Under-Used School Plant." The Seattle Times, Monday, September 12, 1968.

Newspaper article showing excerpts from Mr. Jensen, president of the National School Calendar Study Committee. Mr. Jensen, past school board president in Minneapolis, was associated with an air conditioning firm and feels very strongly about year-round schools for the children of America. According to this article, "Jensen is not the first widely recognized educational authority to preach the message of school calendar reform." Jensen is in favor of the staggered four-quarter plan, and he is seeking a more uniform school calendar in America.

"Extended-Year Contracts for Teachers." Educational Research Service Reporter, NEA, September, 1964.

Shows five school districts and how they proceeded to extend contracts for professional people. Robert Shreve gives excerpts from his doctoral dissertation based on the extension of the school year and has covered over a dozen conclusions with regards to the extended school year.

Fink, Herschel P. "Eye Twelve-Month Use of Schools." Detroit News, March 9, 1967. (Detroit, Michigan)

Newspaper article discussing a study to be completed for the Utica, Michigan school district by Dr. Fred Vescolani of Michigan State University, School of Education.

In a personal interview with Utica's Superintendent of Schools, Phillip Runkel, Mr. Fink quotes Mr. Runkel as saying: "Following the three month University study, we will involve citizens in our evaluation of year-round schools."

The article continues with discussion of the advantages and disadvantages of year-round operation and briefly touches on community involvement to year-round school program.

Fitzpatrick, Dave. "Why Nova School Switched to Three Seventy-Day Trimester." Nation's Schools, 77 :4, April, 1966. pp. 30,34.

Reviews history of extended year program at Nova High School since 1963. Nova began its program with a 230-day year, changed to 193 days, and then in 1965 adopted 210-day calendar which is still in use. Details of the school calendar are provided.

Flemming, Arthur S. "Our Schools Should Be Open All Year." Good Housekeeping, April, 1963.

This is a very brief article, in two columns on one page. It's essence is contained in one paragraph as follows:

"The shift from the nine month to the twelve-month school year is underway in at least 33 colleges and universities. An increasing number of our secondary schools are using summer sessions in order to help students cut down the time they spend in high school."

It is notable that the former Secretary of Health, Education, and Welfare does not cite one specific instance of a secondary school using a twelve-month program.

"Four Plans for Extending the School Year." NEA Journal, May, 1961.

Covers the following four plans of extending the school year:

1. A staggered quarter for all
2. A full forty-eight school year for all the students
3. A voluntary summer program
4. A summer plan for professional personnel

Gives advantages and disadvantages to the above four plans. The general evaluation shows that plan one has the most obstacles but that at the present time, most school districts are headed toward plan three.

"Four-Quarter School Calendar." Croft Leadership Action Folio No. 11. (Exhibit A-3)

Shows the school calendar in sample form for a staggered four-quarter system. It is now in use in the Fulton County school system, Atlanta, Georgia.

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Gillis, Reid. "The Twelve-Month School Year: Plans and Strategy." Education Summary, September 1, 1968. pp. 5-6.

Outlines basic features of a four-quarter system being initiated in Metropolitan Atlanta in fall of 1968. The author reports that students must attend three quarters but may attend all four. Subject areas have been reorganized into quarter courses and the Carengie unit has been abandoned in favor of a more flexible credit hour system. The author emphasizes that the chief objective of the program is not economy, but improvement of educational opportunity.

"A Greater America Through Public Education." Michigan Citizen's to Advance Public Education, P.O. Box 2, Lansing, Michigan 48091.

A message from a group of people who wish to maintain the status quo of present day educational procedures. This interesting article is opposed to public aid to private schools and seeks to have present laws adhered to.

Grieder, Calvin. "Teachers Don't Get Summer Vacations, They Get Laid Off." Administrator's Clinic.

States that nationwide survey shows about three-fourths of the new teachers (close to 35 percent of the total teaching force) supplement their income from either in or out of the profession. Stresses the point that teachers do not get summer vacations, but instead they get laid off from work. Gives three solutions:

1. Pay teachers vacation pay
2. Extend the school year to 200 days, adopt a four-term staggered school year
3. Place all teachers on a 48 week salary year. Here they would teach forty weeks and rotate the other eight weeks in the following order:
    a. school related work
    b. college study or travel
    c. individual pursuits

Higginbotham, James M. "School, How Long?" Florida Schools, March-April, 1969.

Brief sketches of plans contemplated in Orange County:

1. Shorten the school day, two schools would operate in one building
    a. ten hour day, 7:30 A.M. to 5:30 P.M.
    b. extend the school year to 216 days
    c. each student would attend five one-hour periods each day, classes meeting for 55 minutes
    d. teachers work only one shift. This plan to solve rapid growth in Orange County is known as extended double sessions. It would be 42 weeks long with two weeks for planning and registration.

2. Staggered Quarter Plan
    - a. 48-four quarter staggered, vacation school year
    - b. students are divided into four separate quarters and attend three of the four quarters
    - c. teachers are employed for three of the four quarters
3. Consecutive Quarter Plan
    - a. 48 week, four quarters. One month summer vacation plan commonly known as the twelve-four plan.
    - b. students in continuous attendance year-round (which does not necessarily solve overcrowding)
4. Extended Summer Term Plan
    - a. pupils attend on a voluntary basis with students and teachers strongly encouraged to participate

Hoover, Dennis. "Year-Round Classes Seen Around Corner." The Dallas Morning News, Monday, December 19, 1966.

Newspaper article written to show three advantages of year-round schools:

1. Save millions in school construction
2. Conserve scarce teacher talent
3. Expand educational opportunity for pupils

Hoover Dennis. "Year-Round School Use May Ease Room Problem." The Dallas Morning News, Sunday, December 18, 1968.

Newspaper article written to show how, at the present time, school buildings stand idle a great deal of the time. By operating the schools on a twelve-month school year, taxpayers could save money and still improve educational opportunities for the boys and girls. Notice the "may" in the title.

Hoover, Dennis. "Year-Round Schools Will Save the Taxpayers Money." The Mayflower Warehouseman, May, 1967.

An expansion of a newspaper article printed on December 19, 1966, in The Dallas Morning News. Shows how a number of Universities are on quarterly or trimester systems and explains three advantages of year-round schools:

1. Save money in school construction outlays
2. Conserve scarce teacher talent
3. Expand educational opportunities for pupils

The author, a year later, changes his title from "will save" to "may ease." See previous article by Hoover.

"Illinois Joins Trend, A Longer School Year." Springfield, Illinois State Journal, August 24, 1967.

Newspaper article explaining how Illinois has passed a law granting all school districts in the state the authority for year-round use of the schools.

"Increased Interest in Longer School Year." School and Society, March, 1969.

Report over "The Rescheduled School Year" recently published by the NEA. Includes the history of year-round schools. It also covers the different types of year-round school programs found today in America.

"It's Uphill Fight to Get Full-Year Schools." The Detroit News, Michigan, 1968.

Newspaper article showing the difficulty school districts encounter when they attempt to extend or change their present school calendar.

Iwamoto, David. "The All-Year School." NEA Research Memo, January, 1962.

NEA Research Memo published in 1962 on the all-year school. This memo is well written and covers the following material:

1. Background
2. Reasons motivating interest in the all-year plan
3. All-year school proposals
    a. four-quarter plan with rotating attendance
    b. regular school throughout the year
    c. extended summer school program

Included in this memo are 51 bibliographical sources of reference. Ten pages.

Jensen, George M. "Another Summer Wasted." Twin Citian, September, 1964. (Minneapolis, Minnesota)

Mr. Jensen, former president of the Minneapolis Board of Education, writes of how the twin cities' schools have lain empty for the past three months. Thenewspaper article discusses pros and cons about the all-year school. (Mr. Jensen is organizing chairman of the National School Calendar Study Committee. Its purpose is to stimulate broad public discussion of our oxcart school attendance pattern and assist wherever possible in crystallising opinions favoring its modernization. - Ed.)

Jensen, George M. "Education's Fantastic Coffee Break." Means Magazine, Issue 3, October, 1964.

In this article, Mr. Jensen's position is well stated when he exclaimed, "Public education and the concern for its means, methods, and application becomes a more crucial problem every fall. Must we "waste" one-fourth of every passing school year?"

Jensen, George M. "'Eight-Month School Year is Scandalous.'" The Minneapolis Star, February 26, 1963.

A short but provictive newspaper article written by Mr. Jensen pointing out one of public education's most serious problems. The idea of a short school year where the best teaching effort is limited. is scandalous according to its author.

Jensen, George M. "Four-Quarter School Plan Advanced." The Minneapolis Star, February 27, 1963.

The four-quarter plan of year-round school is explained and advocated by Mr. Jensen's article.

Jensen, George M. "Let's Try Year-Round Schools." Parents' Magazine, September, 1967.

Advocates adoption of rotating four-quarter plan. The author cites a number of advantages, including admittance four times a year; vacation jobs for more students; reductions in the dropout and juvenile delinquency rates; improved status and pay for teachers; more efficient utilization of buildings; and relief for overcrowding and teacher shortages.

Jensen, George M. "Let's Update Our School Calendar." Twin City Federal Savings and Loan, Minneapolis, Minnesota, 1962. Twelve pages.

Argues for adoption of rotating four-quarter plan on grounds that it would be both economical and educationally beneficial. The author announces the founding of the National School Calendar Study Committee to study year-round schools further and work toward their implementation.

Jensen, George M. "Should Schools be Used the Year-Around?" National School Board Calendar Committee, 1963.

A reprint from the National School Board Calendar Committee. This article covers several plans for utilizing schools the year-round. Mr. Jensen has utilized the NEA memo of 1962 and covers the year-round school in much the same way. The staggered four-quarter, the twelve-four, and the twelve-one plans are all covered.

Jensen, George M. "Year-Round School: Can Boards Sidestep it Much Longer?" American School Board Journal, July, 1969.

An excellent article covering the movement of the year-round school in America. In this article, Mr. Jensen covers:

1. The first national seminar in Fayetteville, Arkansas
2. The first statewide conference ever sponsored by a state department of education in Tallahassee, Florida
3. The $100,000 grant issued to six Michigan schools this past year

Kehoe, Dr. Ray E. "The Four-Quarter Plan for Year-Round School Operation." *Bureau of School Services, University of Michigan*, February, 1968.

This is a report which makes one analysis of the four-quarter plan as it would function in a mid-western community such as Ann Arbor, Michigan.

Kehoe, Dr. Ray E. "A letter to Mr. Hazen Schumaker, President, Ann Arbor Board of Education, March 6, 1961." *Bureau of School Services, University of Michigan, Ann Arbor, Michigan*.

In this letter, Dr. Kehoe gives seven reasons why Ann Arbor, Michigan should not go to the four-quarter plan of operation.

Lee, Beatrice C. "The All-Year School." *NEA Research Memo*, July, 1964.

This memo contains 49 bibliographical selections and covers the following areas of concern about the all-year school:

1. Background
2. Reasons motivating interest in the plan
3. All school proposals
    a. four-quarter plan with rotating attendance
    b. regular school throughout the year
    c. extended summer school programs

In the conclusion, this memo states that disadvantages outnumber advantages for both the eleven-month school year and the four-quarter plan. The extended summer school plan appears to achieve many of the objectives of the other two programs with fewer disadvantages. Eight pages.

"Length of School Year and School Day." *National Education Association*, Circular No. 6, 1965.

A survey showing school districts and both the length of their school year and the school day. In November, 1964 the NEA research service sent questionnaires to 441 districts with student population in excess of 12,000 pupils. Tables show the results of this survey.

Liebman, Mary. "How Nine Year-Round Plans Compare." *McHenry, Illinois*.

Nine all-year school plans are compared and explained so the interested reader can broaden his background with regards to the year-round school movement.

Liebman, Mrs. Charles, 410 South Ridge Road, McHenry, Illinois, July, 1964.

A brief explanation of the twelve-four plan containing questions and answers along with advantages and disadvantages. Thirteen pages.

Liebman, Mary. "What is a Twelve-Four Plan?" 410 South Ridge Road, McHenry, Illinois, 1968.

Contains notes on a revised school calendar and a more productive school system. A much more involved document than the previous one covered in July of 1964. Twenty-five pages.

MacPherson, Vernon D. "Los Angeles Analyzes the Arguments for Keeping Schools Open All Year." Nation's Schools, 56 :51-54, September, 1955. (Summarized in Education Digest, 21 :11-14, January, 1956.)

A committee appointed by the Los Angeles superintendent of schools reviewed experience of systems that have tried the twelve-month plan, considered its reputed advantages and disadvantages in relation to the Los Angeles setting, and concluded the merits of the plan were not worth the struggle to get the public to break with tradition. The Board of Education shelved the all-year plan proposals after hearing the committee's report.

Millius, Peter. "Ugh! Support is Growing Again for Twelve-Month School Year." The Washington Post, 1969.

Three times in this century educators have developed a great interest in year-round schools. 1924-1931, 1947-1953 and today. All three booms are tied in with growing enrollments and rising school construction costs. This article briefly discussed economic disadvantages to the all-year school movement.

Mindrum, Beverly. "Summer Vacation 'Wastes Time, Money, Teachers.'" St. Paul Dispatch, Tuesday, September 21, 1965.

The St. Paul school committee was visited by George M. Jensen who presented his now famous coffee break program with regards to the year-round school.

This newspaper article covers the article, "Education's Fantastic Coffee Break," as printed in Means Magazine, Issue 3, October, 1964.

"Mt. Sequoyah National Seminar on Year-Round Education." Fayetteville, Arkansas, Fall, 1968.

Contains reports and speeches by thirteen year-round school consultants. A good report for obtaining a cross country viewpoint of year-round schools. One evaluation of the conference was that perhaps it would have been better to title the conference "issues in comtemporary education" instead of "year-round schools." Sixty pages.

McCarty, Donald J. "Is the All-Year School the Answer?" Administrator's Notebook, University of Chicago, Vol. 6, No. 6, February, 1958.

Following a review of the advantages and problems experienced by schools that tried the all-year school, he states his belief that current emphasis upon programs involving enrichment, remedial work, and inservice training, reflects a concern for improving the quality of education.

McCloy, Helen. "County Schools Get Federal Grant for Study on Extended School Year." Courier-Journal, July 31, 1969. (Louisville, Kentucky)

Newspaper article explains how Jefferson County schools have received a $5,000 federal grant to finance further study into extended school year programs. This money will be used for a fall seminar to acquaint the public with the advantages and disadvantages of rescheduling the school year.

McCormack, Patricia. "Extended School Year May Soon be Reality." New York (UPI), August 9, 1968.

The (ESY) extended school year would be as distasteful to students as caster oil. "Wrong," say school experts. Experiments in New York State show students reacted affirmatively. Ditto for parents and teachers. The article continues with discussion of year-round school movements active in the United Stated at the present time. The list includes the following:

1. New York State
2. Delaware
3. National Education Association
4. Georgia

McIntosh, W.R. "The Many Faces of the Twelve-Month School." Illinois Education, May, 1961, Vol. 23, No. 9.

Shows how America's life patterns have changed from rural to urban living. Included in this article is possible utilization of the school plant in the form of the continuous attendance plan and the voluntary summer school plan. Three pages.

McLain. "The Flexible All-Year School. (A plan to break the lock step in education and facilitate full employment of the work force.)" Research Training Center, Clarion State College, Clarion Pennsylvania, 1969.

A research-domonstration model of the flexible all-year school is being developed and should be complete by the 1970-71 school year at Clarion State College.

This summary describes how this particular flexible all-year school is designed as a learning center. Generally, the report states that the school will function as the learning center, but that the community and all its resources will be considered the "classroom." Seventeen pages.

Newspaper articles. Houston Chronicle and Houston Post, October 6, 1967.

A reproduced series dealing with six newspaper articles from the Houston Chronicle and the Houston Post. These articles were formally run to explain to the general public the position of Houston's schools with regard to the year-round school in the form of a trimester program.

"1968 Fall Seminar on Year-Round School." Jefferson County Public Schools. (Louisville, Kentucky.)

This brochure outlines the pros and cons of the extended school year concept of school organization. The questions and answers are designed to aid staff members to a thoughtful decision as to the feasibility of extending the school year in Jefferson County.

"Other Extended School Year Designs." Croft Leadership Action Folio No. 11. (Exhibit A-1)

A one page chart showing extended school year designs. Included in this chart are the following materials prepared for Congress by the Office of Education:

1. Continuous school year plan
2. Two semesters plus modified summer school plan
3. Trimester plan of school organization
4. Quadrimester plan of school organization
5. Extended Kindergarten to Twelve plan of school organization

"Pupils' School Day and Year." National Education Association, Research Bulletin, March, 1969.

An excellent summary over teacher views with regard to both pupils' school day and length of the school year. The March, 1969 date makes the summary one of the latest and up-to-date documents available with this kind of information.

"The Rescheduled School Year." NEA Research Summary, 1968-S2.

A booklet with 62 bibliographical sources, 22 reports and five research summaries. This latest research summary for the NEA covers in depth the rescheduled school year. Also, the following:

1. Reasons for considering a rescheduled school year

Shreve, Robert H. "A Survey of Selected Schools Currently Operating Extended School-Year Programs." NEA Research Division, March, 1956.

Research publication based on the doctor's dissertation of the same title. Gives recent developments which point out the extension of school services beyond a nine or ten month school year. Eight pages.

"Skeletal Outline, Year-Round School Program." Fulton County Schools, Atlanta, Georgia.

Gives rationale behind the present all-year school concept presently under way in Fulton County, Georgia. Covers the following:

1. The basic structure in terms of time
2. Class offering
3. Credit to be received
4. Uniqueness of the program
5. Required attendance
6. The financial implications

Stiverson, C.L. General notes taken at the national seminar on extended school year in Fayetteville, Arkansas, May, 1969.

Contains report from national seminar over year-round schools. (Mimeographed)

"Summer School--Employment for Teachers." NEA Research Bulletin, March, 1967.

Based on a questionnaire sent out early in 1966 over administrative practices. Employment for teachers in summer school was the leading type of school work completed by public school people within their own districts. For every three who work in the district, four do not. Results show that school districts offer other types of employment other than teaching, such as curriculum work, maintenance, recreation, supervision, programming and other miscellaneous work.

The study also shows that the greatest cost to summer school is in the form of tuition fees paid by people in the communities who could least afford the cost of sending their children to summer school.

"Summertime Becomes Vital Part of City Schools Educational Effort." Sylmar Sentinel, Wednesday, August 13, 1969. (Los Angeles, California)

Newspaper article showing how summertime activities in the Los Angeles City School District are playing an ever increasing role toward an extended school year.

With title programs and other committments, this district apparently is headed toward a year-round school.

Szurberla, Charles A. "Year-Round School Evolution." Superintendent of Schools, Niles, Illinois, January, 1968.

The author, when he was superintendent of schools at Enfield, Connecticut, writes how their school district increased it's summer school participation from one to twenty-five percent. Another example of the trend toward the extended school year.

"This is the Extended School Year." School Management, February, 1966.

Capsule summaries are given over the following year-round school programs:

1. Continuous school year
2. Modified summer school
3. Trimester plan
4. Quadrimester plan
5. Extended Kindergarten to Twelve plan

The article explains that as educators, we will be hearing a great deal more about year-round schools/education in the years to come. On the final page of the article are listed the advantages of each plan of year-round schools. Three pages.

Thomas, George I. "Descriptions of Some Extended School Year Plans."* Albany: University of the State of New York, August, 1965.

Covers indepth study of the following extended school year plans:

1. Trimester plan
2. Quadrimester plan
3. Extended Kindergarten to Twelve plan
4. Continuous school year plan
5. Multiple Trails plan
6. Two semester plus modified summer school plan

Included in these above plans are the following characteristics:

1. Brief description of plan
2. Length of extended school year
3. Length of school day
4. Division in school year
5. Grade levels included
6. Time required to effect savings in classrooms, teachers, and dollars
7. Time required to be self-sustaining
8. Vacations beyond normal Christmas and Spring breaks
9. Number or "E" or extra terms pupils may use for remedial instruction, additional or enrichment courses, work experience, etc.
10. Advantages
11. Disadvantages

*See pages 18-19 in "The Rescheduled School Year," by the National Education Association, 1968 - S2.

Thomas, George I. "Setting the Stage for Lengthened School Year Programs." New York State Education Department, Albany, New York, 1968. 113 pages.

Reports on experimentation with various extended school year plans developed by New York State. Between 1964 and 1967, pilot projects were instituted in several school districts to test the feasibility of various features of these plans. This report summarized the results of this testing and recommends legislation and areas for state leadership in the program to extend the school year.

"Twelve-Four Plan, The" Superintendent of Schools, Board of Education of Montgomery County, Rockville, Maryland, 1961.

A report to the board of education about the feasibility of establishing a twelve-four program in Montgomery County. This six page summary covers the background, nature of the plan, cost of the plan, and apparent advantages to the students, teachers, and citizens of Montgomery County.

"Twelve-Month School: Six Possible Arrangements, The" Education Summary, October 1, 1967.

Covers the following six ways which your local school district can extend its school year:

1. The quarter system
2. The extended summer session system
3. Extended semester system
4. Continuous school year
5. Trimester system
6. Quadrimester system

Mention is made to Vice President Hubert Humphrey and his reference to a standing ovation of teachers when he stated, "Schools should be open all year."

"Twelve-Month Tri-Mester School Year, The" Midland Public Schools, October 19, 1960. (Michigan)

Dr. Brittan gives views to a twelve-month trimester school year in Midland, Michigan. This brief two page summary touches on a few apparrent advantages to year-round schools in 1960. Dr. Brittan was superintendent of schools and has since retired.

"Twelve-Month Two and a Half Semester School Year, The" Midland Public Schools, October 19, 1960. (Michigan)

One page memo explaining the type of program presently employed in Midland, Michigan. Dr. Brittan presents his views to the citizens committee studying year-round schools.

Torge, Herman. "The Year-Round School." A thesis submitted to the faculty of Miami University for the Master of Arts degree. Oxford, Ohio, 1968.

A project developed through the Southwestern Ohio Educational Research Council (SWOERC). This project was started during the 1966-67 school year and was discovered to be too big for one man during a one year period. The grant was broken down and different all-year proposals were studied. The researchers collected a data bank and developed a bibliographical list of material for future reference.

In the summary it is pointed out that all-year schools would not save money; on the contrary, it might cost more. The study closes by stating that the school district should focus on the educational needs as determined by the philosophy of the community. Planning for year-round schools programs must be long ranged. This planning must include total involvement by all who are concerned. 95 pages.

"Warren Schools Drop Year-Round Study Proposal." The Macomb Daily, Thursday, February 15, 1968. (Macomb County, Michigan)

Newspaper article showing where Warren, Michigan dropped their plans for a year-round school after detailed study involving citizens advisory committee study.

"A Way to Add One Classroom to Every Four." The Courier-Journal, Saturday, March 19, 1966. (Louisville, Kentucky)

Newspaper article explaining, from a speech by Mr. George Jensen, National School Calendar Study Committee, how public schools in the Louisville, Kentucky area can have more effective schools. The idea stressed here is to utilize your buildings all year on a staggered four-quarter basis.

Wehmhoefer, Roy A. "The Twelve-Month School Year: A Study of the Advantages and Disadvantages." Cook County District, Chicago, Illinois, 1968, ten pages.

Itemizes the pros and cons of the four-quarter system. A major advantage examined in the report is the fact that the number of teachers needed would drop by one-fourth. The entire staff could be retained, however, teaching loads could be reduced, and time could be given to workshops, research, etc. A major disadvantage seen is the added cost of such a program.

"What About a Year-Round School?" National Education Association, Research Division, 1965. (Stock No. 051-02070)

Looks at the following four plans for extending the school year:

1. Four quarter system
2. Twelve-month school year
3. Supplementary summer school
4. Extended service term for teachers

The final determination of which plan is best rests with local professional groups. Stress is made on the fact that parents must be kept informed of any changes.

"What is a Twelve-Four Plan?" National School Calendar Study Committee, 2015 Kenwood Parkway, Minneapolis, Minnesota 55405.

This three page memo from the committee briefly describes the twelve-four plan of operation for all-year schools.

White, Richard E. "A Board Member Looks at the Extended School Year." Education, March, 1968. pp. 245-248.

Outlines several extended school year plans, examines reasons that prompt such plans, and stresses the need to examine specific factors before adopting an extended school year plan. The article gives special attention to details of the summer program at Rochester, Minnesota.

"Workable Plan for Year-Round School Sought." Schools in Action, January 3, 1969. (Cincinnati, Ohio, Public Schools)

Superintendent Paul A. Miller named a twelve-member steering committee for year-round schools to make recommendations for the possible inplementation of a workable plan for year-round operation for Cincinnati public schools.

This newspaper article continues to explain the needs of the committee to study various forms of year-round programs and report back no later than March 12, 1969. The following references were to be found in the study:

1. Non-graded program in the elementary school
2. Modular scheduling at the secondary level
3. Year-round contracts for teachers
4. Team teaching
5. Work experience arrangements
6. Relationship of the year-round school operation to allied community efforts

"Year-Round School." American Association of School Administrators, NEA, 1960.

Booklet published by the NEA Research Division. Covers brief history of education and stresses the need for looking at some new labels.

1. Staggered four-quarter plan
2. Full 48 week for all
3. Voluntary summer program
4. A summer program for professional personnel

"Year-Round School." Ohio Education Association, Report Card, February 10, 1958.

New school board president, Charles A. Mooney, declared his first goal for Cleveland, Ohio school system was year-round school. This release indicates that Cleveland schools must look hard at the feasibility of year-round schools.

"Year Round School and Building Costs, The" School of Education, University of Oregon, January 10, 1962.

Summary of the study made by the Bureau of Educational Research, School of Education, University of Oregon, Eugene, Oregon. The report on year-round school and building costs for the Tucson Public Schools in Tucson, Arizona is an outstanding study on actual costs of year-round schools.

The consultants who studied Tucson schools stated in this report that, "decision concerning the year-round school for Tucson will have to be made on other basis than the saving which could be effected in building construction."

Generally, the principle of "final decision" has to be made on the basis of providing the best possible education within any given district. This becomes the prime consideration for any decision with regards to any change of present school programs. Eight pages.

"Year-Round School Movement." Educator's Dispatch, March 15, Vol. 23, No. 13.

George M. Jensen, reports that the year-round school movement is picking up steam in this country. Three reasons why Jensen would like a staggered four-quarter plan where pupils attend three of four quarters are: 1. to adjust curriculum to fit individual needs, 2. increase school plant productivity, and 3. to broaden teenage opportunities.

"Year-Round Schools OKd." Lansing, Michigan (UPI), 1969.

Newspaper article showing where the Michigan State Board of Education has moved to permit year-round operation of Michigan's public elementary and secondary schools. The published rules would permit schools to operate on a four-quarter system and receive state aid several times a year.

Unpublished material to be found in the Utica Community Schools Year-Round-School data bank.

Alburquerque, New Mexico. "The Extended School Year." Betty Read, Staff Research Assistant. (July, 1969)

A general research article recently completed by the author. Contains information and materials to be utilized by citizens committee in Alburquerque, New Mexico over the extended school year.

Anaheim, California. (1968)

A short report covering the twelve-month school. Arguments are presented and advantages and disadvantages are discussed with respect to the twelve-month school year, especially the four-quarter plan of operation.

Ann Arbor Public Schools, Michigan. "A Feasibility Study Proposal." (January 17, 1969)

A feasibility study proposal concerning the possible educational and economic advantages of instituting a split trimester school year in the Ann Arbor Public Schools.

Arlington, Virginia. "Transmittal of a three semester school plan." (March, 1964)

A plan to increase the effectiveness of the entire educational system in the United States.

Atlanta, Georgia. John S. Martin. (1969) "Effective Instruction."

A report on the four-quarter plan of operation as utilized in Atlanta, Georgia. 32 pages.

Atlanta, Georgia. Reid Gillis. "The Twelve-Month School: A New Approach." (1969)

A three section folio which serves as a resource manual for rescheduling the school year and improving the secondary curriculum. It could be used in your own district as a guide to reschedule your own school year.

Avondale, Michigan. (March, 1968)

Year-Round-School-Study Committee Report. Handles the problems of the quarter system of operating schools all year.

Avondale School District, Michigan. (January, 1969)

An application for funds for conducting feasibility studies of the extended school year.

Bloomfield Hills, Michigan. (March, 1968)

Report of the citizens committee for study of an extended school year. The committee briefly discussed the following extended school year plans:

1. Trimester
2. Quadrimester
3. Normal school year with an enriched summer school program

Boulder Valley and St. Urain Public Schools, Colorado. (November, 1968)

Report on extended school year possibility. Of the following six most common basic plans of extended school operation, the quadrimester and the rotating four-quarter plans of operation were chosen for this study:

1. Continuous progress plan
2. Multiple trails
3. Modified summer school
4. Trimester
5. Quadrimester
6. Extended Kindergarten to Twelve

California. "Year-Round Operation of the State Colleges." (February, 1966)

A background paper on year-round operation of state colleges in California.

Cincinnati, Ohio. (August, 1958)

The four-quarter school year, a status report with pertinent applications to Cincinnati. Covers advantages and disadvantages of the four-quarter plan of operation. This report is complete with costs analysis and other educational data. 76 pages.

Columbus, Ohio. (May 20, 1963)

A summary of the report on year-round school from Columbus, Ohio. Covers the advantages and disadvantages along with various implications with regard to the extended school year.

Connecticut State Board of Education. "Questions and Answers About Year-Round School." (May, 1957)

A list of questions for discussion prepared by the Council of State Governments. Full use of educational facilities--answers to questions was prepared as a result of this report.

Cook County, Illinois. (February, 1968)

The twelve-month school year. A study of the advantages and disadvantages of the four-quarter system.

Detroit, Michigan. (March, 1958)

A plan for increasing the capacity of Detroit school buildings by one third through twelve months utilization of the school plant.

Detroit, Michigan. (December, 1967)

Factors to be considered in a feasibility study of a year-round school program.

Durand, Michigan. (February 20, 1968)

An extended school year report which calls for the district to study year-round schools with adoption tentatively set for the 1969-70 school year.

East Lansing, Michigan. (March, 1969)

A three school districts proposal to study the feasibility of a combined extended school year program in East Lansing, Haslett, and Okemos.

Edwardsburg, Michigan. (April, 1968)

A four-quarter plan study of extended school year. Contains a brief history and takes into consideration problems of the extended school year.

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Fayetteville, Arkansas. "Mt. Sequoyah National Seminar on Year-Round Education." (March, 1969)

Results of first national seminar on year-round education. A series of speaches by national consultants.

Findlay, Ohio. (May, 1968)

The year-round school. A feasibility study with pertinent applications to Findlay, Ohio. The district is studying both the advantages and disadvantages of the trimester and the quarter plan. 25 pages.

First District of Georgia. U.S. Department of Education, Research No. 7-D-049. (January, 1969)

A study to determine the feasibility of a twelve-month school system in the first district of Georgia.

Frankfort, Kentucky. "The Extended School Year Legislative Research Commission." (June, 1969)

A feasibility study. The extended school year report No. 52. Covers five plans for the extended school year:

1. Traditional summer school
2. Four-quartered staggered session plan
3. Continuous sessions plan
4. New York experiments
5. The McComb plan

One of the better feasibility studies received to date. 67 pages.

Freeland, Michigan. (March, 1969)

A feasibility study proposal. "STAY" - Start Teaching All Year.

Fresno, California. (April, 1967)

A preliminary draft of the twelve-month school year, "Pro and Con."

Grand Forks, North Dakota. "Extended School Year." (August, 1969)

A feasibility study which takes into consideration the cost to operate schools on a year-round basis, ESY. The millage expense for a ten year projection is covered for both regular needs and for the extended school year needs.

Grosse Pointe, Michigan. (February, 1964)

Results of a survey conducted in Grosse Pointe, Michigan. Includes a report to the Board of Education based upon final tabulations of survey results.

Harper Creek, Michigan. (1966)

A study to review the status of the twelve-month school year.

Hartford, Connecticut. (May, 1969)

A possible plan for a twelve-month school program. September 19, 1968, the board requested administration to study year-round schools. February 6, 1969, the study was received and filed. On May 1, 1969, final report was given to the board for consideration. The final report looks at the four-quarter plan, the expanded summer program, the extended school day, and the multiple trails extended school year.

Hayward, California. "Park School Four-Quarter Plan Calendar." (July, 1969)

Shows the result of a 1967-68 feasibility study of putting into practice a four-quarter plan of operation. ESEA Title III project grants of $31,403 from September 1, 1967, to January 31, 1969. A continuation grant of $29,538 was awarded on February 31, 1969 covering the period of February 1, 1969 to August 31, 1969. The total grants of $60,941 was to develop a proposed plan for a compulsory four-quarter plan of operation. This covers grades Kindergarten to Six.

Houston, Texas. "Trimester." (December, 1967)

Explains the pilot program of the trimester in Houston, Texas.

Hudsonville, Michigan. (1968)

A plan to be published showing organizing schools for innovation, change and research. A year-round school proposal. This is a three-term, three-block plan devised by Mr. Overway, Superintendent of Schools in Hudsonville, Michigan.

Jefferson County, Colorado. (May, 1964)

A citizens advisory committee on greater utilization of school facilities. Contains both majority and minority committee reports over the extended school year study group. Reports cover these two areas: 1. Four-quarter plan and 2. Trimester plan. 114 pages.

Jefferson County, Kentucky. "Signs of the Times." (1969)

A brochure which outlines the pros and cons of the extended school year concept of school organization.

Kehoe, Dr. Ray C. "Four-Quarter Plan for Year-Round Operation." (February, 1968)

An eight page memo explaining the four-quarter plan for year-round school operation.

Kittering, Charles E., Foundation. "Year-Round Education for Public Schools." (April, 1969)

Report from a private foundation over year-round education for public schools. The stress from the foundation is for year-round education, not necessarily year-round schools. 22 pages.

Lawrence, Kansas. (August, 1969)

A report on the full year school concept and some specific alternatives such as the twelve-four plan, the sliding forty-eight-twelve plan, five-quarter plan and the modified sliding plan. 20 pages.

Livonia, Michigan. (August, 1962)

Contains both the August, 1962 staggered four-quarter plan of operation, which is a subcommittee to study extended use of the schools, and the final report (January 7, 1962) to the Livonia Board of Education.

Lockport, Illinois. "Valley View 45-15 Plan." (April, 1969)

A summary of the Valley View plan of year-round school operation which will open June, 1970.

Long Beach, California. (January 31, 1952)

Contains a summary of replies to "Inquiry Concerning the All-Year School." Long Beach surveyed 107 cities of 100,000 population or more. The results of that survey are included in this summary along with arguments for and against the all-year school.

Louisville, Kentucky. "Extended School Year Seminar." (August, 1968)

Covers the twelve-four plan, trimester plan, modified summer school plan, quadrimester plan, and the multiple trails plan. The seminar discussed questions and answers concerning year-round schools.

Michigan State University. For Utica. (March, 1968)

Proposal for the all-year school for the Utica Schools covers the definition of all-year school, brief historical review of the development of public summer schools, and a review of proposals for extending the school year, such as:

1. The four-quarter school
2. The trimester plan
3. Simple extension proposals

The report handles four dimensions for summer school; remediation, enrichment, research, and recreation. The conclusion states very clearly that the year-round school is not about to be enthusiastically embraced by the vast majority of school districts in America in the near future. The report states that to establish the four-quarter plan on the basis of reducing cost is dangerous. The school district must find stronger bases for adopting a year-round school.

University of Michigan Calendar Committee. Final Report. (June, 1969)

A final report based on year-round school operation of the University of Michigan.

Minnesota Department of Education Research Project No. 12. (May 1, 1958)

A report prepared for the State Board of Education. It gives a background of the longer school year. This report covers different plans for extending the school year.

1. Four-quarter plan
2. Nine and one-half school year plan
3. Twelve-month school year plan
4. 210 day school term plan
5. Combination of the "double" session plan with a longer school year

Muskegon, Michigan. (June, 1969)

Summary over the extended school year. Plan advocates extension for 180 days to 210 days of operation. The extended school year would be planned around volunteer teachers and volunteer pupils. 6 pages.

National Education Association Task Force on Urban Education. Report on Year-Round School. (July, 1969)

A report on year-round school as reported by the committee on the year-round school. The teachers rejected this report at their summer 1969 national convention because only one teacher served on this committee.

State of Nebraska, Department of Education. "The Year-Round School."
(November, 1964)

Report over the state of the year-round school in Nebraska. The quarter plan is discussed as are the "pros and cons" of this type of all-year school. 9 pages.

Nebraska. "Nebraska's Support of It's Public Schools and the Year-Round School." (1966)

A paper submitted to a public finance education class giving advantages and disadvantages of the four-quarter plan of operation. Touches the tax arrangement in Nebraska.

Newark, New Jersey. (Summary - January, 1932)

A summary of the results of the year-round school movement in Newark during the period from 1912 through 1931. 3 pages.

Northville, Michigan. (March, 1969)

A proposal for a grant associated with the feasibility study of year-round school program in the state of Michigan. This district was funded to study the four-quarter plan of operation.

Oil City, Pennsylvania. (July, 1969)

A paper explaining how Oil City proposes placing all professional staff on twelve-month contracts working 230 days. 1 page.

Omaha, Nebraska Superintendent Calendar Committee Report. (May, 1969)

Committee report over the rescheduled school year. Covers the four-quarter plan of operation.

Pennsylvania Department of Public Instruction Report. (July, 1969)

A study over year-round schools possible in Pennsylvania. Covers the following plans:

1. Staggered or rotating four-quarter plan
2. Continuous four-quarter plan
3. Staggered trimester plan
4. Continuous trimester
5. Split session year-round school
6. Flexible school year

Another good report covering the extended school year. 43 pages.

Plymouth, Michigan Report. (June, 1968)

A study and preliminary recommendations concerning the feasibility and desirability of extending the traditional school term through various programs, such as:

1. Voluntary or compulsory summer programs. (Enrichment)
2. Numerous deviations of the quarter plan
   a. rotating attendance
   b. optional attendance
   c. the twelve-four plan
   d. Toledo plan of pupil rotation
   e. Toledo plan of constant quarter plan
   f. trimester consistant plan

The feasibility proposal contains advantages and disadvantages of a limited nature to all seven plans of operating an extended school year.

Polk County, Florida. (1966)

A feasibility study for year-round schools for Polk County, Florida. The committee studied the three following areas:

1. Regular year plus summer attendance
2. Staggered four-quarter plan
3. Trimester plan

An outstanding feasibility study which covers the possibilities of year-round schools. 65 pages.

Port Huron, Michigan. (March, 1969)

A feasibility study proposal to study the four-quarter plan with rotating attendance.

Portage, Michigan. (June 30, 1969)

Contains both the extended school year (a preliminary report to the Board of Education on February 12, 1968) and the final report of the extended school year study committee to the Board of Education on June 30, 1969. Covers the following plans of year-round school operation:

1. Regular quarter plan
2. Four twelve week quarters for all
3. Trimester plan (16-16-8-8)
4. The nine-three plan
5. The twelve-four plan
6. The seventy-ninety day plan
7. The extended summer use plan

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Redwood City, California. "The Four-Quarter Plan and Other Methods of High School Plant Utilization." (1960)

A study by a citizens committee of the Sequoia Union High School District. Covers some previous studies of the four-quarter plan, the double session plan, and the split day-extended school year plan. This report also covers basic legal aspects in California law, cost analysis, impact of plan utilization in sports and other extra-curricular activities on the community. 110 pages.

Richmond Unified School District, Richmond, California. (January, 1960)

A report on the four-quarter operation of the district's secondary schools.

Rochester, Michigan. (February, 1968)

A report of the committee to study the extended school year. Covers the staggered quarter plan, the New York continuous plan, the New York modified summer school plan, the trimester plan, the quadrimester plan and the extended Kindergarten through Twelve plan.

Rochester, Minnesota. (August, 1962)

A report submitted to the Board of Education over summer activities and personnel assignments.

Rockford, Illinois. (1966)

Covers the rotating semi-semester plan. A year-round school proposal.

Rockford, Michigan. (November, 1968)

The extended school year, a proposed pilot program. Covers the Rockford year-round school plan. The Rockford plan is an extended school year proposed for elementary pilot program. This approach minimizes the basic disadvantages of year-round operation and allows for continuity in the educational process. Generally, the plan calls for 225 days of operation at four hours per day vs. the old 180 days at five hours per day. They both add up to 900 hours of classwork. Buildings could be utilized twice a day, thus doubling the amount of pupils to be educated with present facilities.

Rockville, Maryland. (January, 1969)

A memorandum to the Board of Education over a twelve-month school year. After looking at the quarter and trimester plans of operation, Mr. Elserood, Superintendent of Schools, lists disadvantages to changing from present method of school operation.

Roseville, Michigan. (March, 1969)

A feasibility study proposal of the extended school year. Gives rules which Michigan State Board of Education News released (December 11, 1968) to establish year-round schools in Michigan:

1. Permit schools to operate on a four-quarter system
2. Receive state financial aid for the entire period
3. Set fourth Friday counts in July, October, January, and April as counting days
4. Operate for 240 days
5. Students required to attend only 180 days

No specific plan was covered in this application.

Royal Oak, Michigan. (March, 1964)

A report of the committee for study of the twelve-month school year. Covers advantages and disadvantages of year-round school program with emphasis on a modified four-quarter plan of operation.

Sault Sainte Marie Area Public Schools, Michigan. (December, 1968)

A study into the feasibility of establishing an annual flexible summer educational program based each year on the changing requirements of the student, the wishes of the community, the advice of the educators and other annual variables.

Seattle, Washington. (August, 1968)

The twelve-month or year-round school study. Covers advantages and disadvantages of the quarter plan of operation.

Skokie, Illinois. Niles Township Schools, Michigan. (January 2, January 23, and March 12, 1969)

Three memorandums:

1. School housing needs to accommadate projected enrollments, Alternate solutions:

2. Rough cost analysis of school housing alternatives
3. Feasibility study of optional quadrimester plan

Stevenson, Washington. "All-Year Plan." (March, 1968)

A program of full employment for all personnel written as a 220 day contract.

Tallahassee, Florida. (1962)

New directions in year-round school operation. A trimester plan of operation.

Tucson, Arizona. (January, 1962)

The five-term plan of operation. A report of year-round school committee for Tucson, Arizona. Contains the following five terms:

1.	Summer.	June 12 - August 18	49 days
2.	Fall	August 21 - October 27	49 days
3.	Holiday	October 30 - January 19	47 days
4.	Winter	January 22 - March 30	48 days
5.	Spring	April 2 - June 8	47 days

Students would attend four of the five terms (increased use of facilities 20%) and average around 191 attendance days.

Urbana, Illinois. (March, 1959)

A research study by the faculty of Lencoter-Thornburn schools. A proposed experimental summer program.

Utah. "Thesis--Extended School Year in the State of Utah." (June, 1966)

A thesis prepared for the University of Utah. It covers the effects of year-round schools, the staggered quarter plan, full 48 weeks plan for all, a voluntary summer plan, and a summer program for professional personnel. 141 pages.

Utica, Michigan. (March, 1969)

An application for funding for a feasibility study to extend the school year. The study will concentrate on the staggered four-quarter plan with a side look at both the twelve-four and the twelve-one plan.

Walled Lake, Michigan. (January, 1969)

A summary report of year-round utilization of school facilities study committee. It covers the four-quarter plan of operation.

Warren, Michigan. (November, 1967)

Final report on year-round schools from Warren citizens advisory committee. It covers the four-quarter plan of operation and contains financial data to show differencial cost between actual plans of operation.

APPENDIX B.

UTICA COMMUNITY SCHOOLS

March 31, 1970

TO WHOM IT MAY CONCERN:

The Utica Community Schools is one of six school districts that have received a grant from the Michigan Department of Education, financed by the Michigan State Legislature, to study the possibility of beginning a twelve-month school year.

The Utica study revolves around a four-quarter year-round school program. Under this proposal, students would be required to attend school three out of four quarters each year.

Would you please assist the school district in its study by filling out the enclosed survey and returning it in the enclosed envelope? In addition to surveying business and industrial firms in the community, the opinions of community residents, school district teachers and administrators, and the students, are also being sought.

Your responses to the enclosed survey are important in helping the Board of Education decide whether or not to continue the study for our school district.

The complete year-round schools study will be finished by the end of the school year. If there appears to be genuine popular support for this system, the school district would probably wish to try it first as a pilot program, as it does with all of its proposed programs.

The Utica-Shelby Chamber of Commerce has approved the enclosed survey. Your responses to the questions will remain anonymous. The cooperation you can give by filling out the enclosed survey and returning it in the enclosed envelope at your earliest covvenience will be appreciated.

Sincerely yours,
Donald Elliott
Donald Elliott
Co-ordinator, Year-Round Schools Study

52188 Van Dyke, Utica, Michigan — 48087 Phone 739-0400

UTICA COMMUNITY SCHOOLS

BUSINESS AND INDUSTRIAL SURVEY

INFORMATION ABOUT RESPONDENTS

1. Type of business or industry

   ☐ Manufacturing
   ☐ Professional or Technical
   ☐ Retail
   ☐ Office or Service
   ☐ Other Specify ____________________

2. Name and address of your business or industry

   ____
   Name of business or industry

   ____
   Address City

3. Approximate number of employees ____________________

4. Approximate number of hourly employees ____________________

5. Approximate number of salaried employees ____________________

6. Estimated percentage of employees who live in the Utica Community Schools area (the northern two-thirds of Sterling Heights, all of the city of Utica, and all of Shelby Township).

   ☐ Under 10%
   ☐ 11-25%
   ☐ 26-50%
   ☐ 51-75%
   ☐ 76-100%

(over)

UTICA COMMUNITY SCHOOLS

BUSINESS AND INDUSTRIAL SURVEY

Instructions: Please check the appropriate box or fill in the blanks revealing your opinions about the questions that follow.

1. Please rank on the basis of 1, 2, 3 and 4 the seasons when your hourly workers take their vacations. One would be the season when the greatest number of employees vacation, 2 the second busiest, 3 the the third busiest, and 4 the season used least for vacations.

    ____ Winter

    ____ Spring

    ____ Summer

    ____ Fall

2. Please rank on the basis of 1, 2, 3 and 4 the seasons when your salaried workers take their vacations. One would be the season when the greatest number of employees vacation, 2 the second busiest, 3 the third busiest, and 4 the season used least for vacations.

    ____ Winter

    ____ Spring

    ____ Summer

    ____ Fall

3. Would it help your business/industry if your hourly employees wanted to take their vacations at a time other than during the summer?

    ☐ Yes

    ☐ No

    ☐ Undecided

4. Would it help your business/industry if your salaried employees wanted to take their vacations at a time other than the summer?

    ☐ Yes

    ☐ No

    ☐ Undecided

UTICA COMMUNITY SCHOOLS

BUSINESS AND INDUSTRIAL SURVEY

5. If a four-quarter year-round school program were started, I would allow my hourly employees to take their vacations at any season of the year.

☐ Yes . . . . If your answer is yes, how long ahead of time would you need to know the vacation plans of your employees to arrange proper manpower scheduling?

  ☐ Less than one month
  ☐ One to three months
  ☐ Three to six months
  ☐ Six months to a year
  ☐ A year or more

☐ No

☐ Undecided

6. If a four-quarter year-round school program were started, I would allow my salaried employees to take their vacations at any season of the year.

☐ Yes . . . . If your answer is yes, how long ahead of time would you need to know the intended vacation plans of your employees to arrange proper manpower scheduling?

  ☐ Less than one month
  ☐ One to three months
  ☐ Three to six months
  ☐ Six months to a year
  ☐ A year or more

☐ No

☐ Undecided

(over)

UTICA COMMUNITY SCHOOLS

BUSINESS AND INDUSTRIAL SURVEY

7. Please indicate the conditions under which your business/industry would approve of a four-quarter year-round school program. You may check all of the answers below, or none of them, as you prefer.

   A. Students would receive about the same education as they do now, but it would cost business/industry less in local school taxes.

   ☐ Yes
   ☐ No
   ☐ Undecided

   B. Additional education would be offered to students for about the same amount of money business/industry now pays in local taxes.

   ☐ Yes
   ☐ No
   ☐ Undecided

   C. Additional education would be offered to students only if there were also some increase in the amount of local school taxes.

   ☐ Yes
   ☐ No
   ☐ Undecided

   D. ☐ I do not favor any of these proposed plans. My reasons are:

   ____

   ____

   ____

   ____

8. Do you hire high school students during the school year?

☐ Yes . . . . If yes, approximately how many high school students do you hire during the school year?

☐ 0-5
☐ 5-10
☐ 10-20
☐ 20-50
☐ 50 or more

☐ No

UTICA COMMUNITY SCHOOLS

BUSINESS AND INDUSTRIAL SURVEY

9. Do you believe you would hire more high school students if they were available for work during periods other than the summer?

☐ Yes . . . . . If yes, which type of work would you hire more students for?

☐ Part-time
☐ Full-time

Also, during what periods of the year would you hire more high school students if they were available?

☐ Winter
☐ Spring
☐ Summer
☐ Fall

☐ No
☐ Undecided

10. Do you believe you would hire more qualified high school graduates if they became available for work during periods other than the summer?

☐ Yes
☐ No
☐ Undecided

11. Our business/industry would be interested in hiring more students full-time if they attended school year-round and graduated earlier. (A new state law allows firms to hire all persons 17 years of age or older who have received a high school diploma.)

☐ Yes
☐ No
☐ Undecided

UTICA COMMUNITY SCHOOLS

BUSINESS AND INDUSTRIAL SURVEY

12. What do you see as the biggest advantage of a four-quarter year-round school program for your business/industry at this time?

13. What do you see as the biggest disadvantage of a four-quarter year-round school program for your business/industry at this time?

14. Any additional comments about the four-quarter year-round school program or about the Utica Community Schools in general?

UTICA COMMUNITY SCHOOLS

CERTIFIED STAFF SURVEY

INTRODUCTION

The enclosed survey is intended to explore your opinions about a four-quarter year-round school program in the Utica Community Schools. The survey is one of five that will be conducted in the next month or two. Additional surveys will be conducted with residents of the community, business and industrial firms, students, and the school administration.

This teacher survey has been approved by a year-round schools Citizens Advisory Committee for year-round schools and the Utica Education Association. Please check the boxes that describe information about you on the first page and record your opinions regarding implications about year-round schools on the subsequent pages.

This survey will be given to all teachers in the Utica Community Schools. Your responses are important in helping the Board of Education decide whether or not a four-quarter year-round school program is feasible in our school district. After the survey is completed, please return it to your building principal.

The Utica Community School District year-round school study will be completed by the end of this school year. If there appears to be genuine popular support for the system, the school district would probably wish to try it first as a pilot program, as it does with all of its new proposed programs.

The Atlanta schools are presently attempting a modified four-quarter year-round school plan. Officials there report it took a total of five years to get their program underway. If our study reveals that a local year-round school program is possible, it would be several years before it would have a major impact on our construction and personnel needs.

UTICA COMMUNITY SCHOOLS

CERTIFIED STAFF SURVEY

INFORMATION ABOUT RESPONDENTS

1. Employment level

☐ Elementary school

☐ Junior high school

☐ Senior high school

2. Sex

☐ Male

☐ Female

3. Years of teaching experience

☐ 0-1

☐ 1-2

☐ 2-3

☐ 3-5

☐ 5-7

☐ 7-10

☐ 10 or more

4. ☐ Married

☐ Unmarried

5. Highest degree held

☐ Bachelors degree

☐ Masters degree

☐ Educational specialist

6. Do you live in the school district?

☐ Yes

☐ No

UTICA COMMUNITY SCHOOLS

CERTIFIED STAFF SURVEY

1. Would you be interested in working year-round?

☐ Yes . . . . If your answer is yes, what are your major reasons for wanting to work year-round? Mark as many as you feel appropriate.

- ☐ Extra pay and/or benefits to be determined.
- ☐ Potential curricular advantages.
- ☐ Students need more education these days, and I feel a professional responsibility to help them get it by working longer each year if necessary.
- ☐ Better utilization of buildings.
- ☐ It would reduce criticism that teaching is not a full-time profession.
- ☐ Other Specify ______________________

____

____

☐ No . . . . If your answer is no, what are your major objections to working year-round? Mark as many as you feel appropriate.

- ☐ Only want to teach ten months a year.
- ☐ Concerned about air conditioning in buildings during the summer.
- ☐ Want to spend more time with the family.
- ☐ Want to take advanced courses during the summer.
- ☐ Want to supervise my children's activities.
- ☐ Want to supplement my income with another kind of job.
- ☐ Want to travel.
- ☐ Record keeping.
- ☐ Teaching assignment.
- ☐ Other Seecify ______________________

____

(over) ______________________

UTICA COMMUNITY SCHOOLS

CERTIFIED STAFF SURVEY

2. If the Utica Community Schools were to begin a four-quarter year-round school program, when would you prefer to have your vacation? Rank your preferences for the following seasons on the basis of 1, 2, 3, and 4. One would be your strongest preference, 2 your next strongest, etc.

_____ Winter

_____ Spring

_____ Summer

_____ Fall

3. Rate your preferences 1, 2, and 3 for the following possible plans for arranging school on a four-quarter year-round basis.

☐ School would be open for four consecutive quarters and you would be required to teach for three of the four quarters.

☐ School would be open for four consecutive quarters, but for a longer period of time each day. You would be required to teach for three of the four quarters. You would receive an additional one month vacation in the summer.

☐ School would be open for four consecutive quarters, but each school day would be a little longer. You would be required to teach for three of the four quarters. You would receive an additional week of vacation between each quarter.

☐ Undecided

4. Would you be interested in working year-round if the fourth quarter were spent on professional tasks other than your normal classroom duties? This could include curriculum improvement, educational research, conferences, seminars and workshops, and supervising enrichment programs.

☐ Yes

☐ No

5. I would agree to taking a vacation other than the summer if the following members of my family could get away at the same time.

☐ Student members

☐ Other wage earners in my family

☐ Both student members and other wage earners in my family

☐ None of the above appeal to me.

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UTICA COMMUNITY SCHOOLS

CERTIFIED STAFF SURVEY

6. What do you see as the biggest advantage of a four-quarter year-round school program?

7. What do you see as the biggest disadvantage of a four-quarter year-round school prroram?

8. Do you have any other comments about the Utica Community Schools or about the proposed four-quarter year-round school program?

UTICA COMMUNITY SCHOOLS

STUDENT SURVEY

INTRODUCTION

The enclosed survey is intended to explore your opinions about a four-quarter year-round school program in the Utica Community Schools. The survey is one of five that will be conducted in the next month or two. Additional surveys will be conducted with residents of the community, business and industrial firms, teachers, and the school district administration.

The student survey has been approved by the Intra-School Student Council. Please place a checkmark in the boxes below that describe information about you and your opinions about the year-round school on the other pages. Fill in the blanks when asked.

This survey is being given to all ninth and eleventh grade students in the Utica Community Schools and at St. Lawrence High School, and eighth graders at Trinity Lutheran School. Your responses are important in helping the Board of Education decide whether or not to consider starting a four-quarter year-round school program in our school district.

After the survey is completed, please return it to your classroom teacher.

The complete year-round schools study will be finished by the end of the school year. If there appears to be genuine popular support for this system, the school district would probably wish to try it first as a pilot program, as it does with all of its proposed new programs.

The Atlanta, Georgia schools are presently attempting a modified four-quarter year-round school plan. Officials there reported it took a total of five years to get their program underway. If our study reveals that a local year-round school program is possible, it would probably be several years before it would have a major impact on our construction and personnel needs. Thank you for your cooperation.

INFORMATION ABOUT YOU

(Please checkmark appropriate boxes in all three columns)

Grade	School	Sex
☐ 8th grade	☐ Stevenson High School	☐ Male
☐ 9th grade	☐ Utica High School	☐ Female
☐ 11th grade	☐ St. Lawrence High School	
	☐ Trinity Lutheran Elementary School	
	☐ Davis Junior High School	
	☐ Sterling Junior High School	
	☐ Shelby Junior High School	
	☐ Eppler Junior High School	

(over)

UTICA COMMUNITY SCHOOLS

STUDENT SURVEY

1. Have you held a part-time job while you are in school?

   ☐ Yes

   ☐ No

2. What do you usually do during your summer vacation?

   Summer School

   ☐ Full-time work . . .

   If you work full-time, when do you work?

   ☐ During the day

   ☐ During the evening

   ☐ During both the day and evening

   ☐ Part-time work . . .

   If you work part-time, when do you work?

   ☐ During the day

   ☐ During the evening

   ☐ During both the day and evening

   ☐ No school or work

3. Do you usually leave town for some time during the summer?

   ☐ Yes . . . . .If yes, ☐ All summer

   ☐ A week or two

   ☐ No

4. If the Utica Community Schools were to begin a four-quarter year-round school program, when would you prefer to have your vacation from school? Rank your preferences for the following seasons on the basis of 1, 2, 3 and 4. One would be your strongest preference, 2 next strongest, etc.

   _____ Winter

   _____ Spring

   _____ Summer

   _____ Fall

UTICA COMMUNITY SCHOOLS

STUDENT SURVEY

5. Rate your preferences 1, 2, and 3, for the following possible plans for arranging school on a four-quarter year-round basis.

☐ a. School would be open for four consecutive quarters and students would be required to attend classes for any three of the four quarters.

☐ b. School would be open for four consecutive quarters, but each school day would be a little longer. Students would attend school for any three of the four quarters. Everybody would receive an additional one-month vacation period in the summer.

☐ c. School would be open for four consecutive quarters, but each school day would be a little longer. Students would attend school for any three of the four quarters. All students would receive an additional week of vacation between each quarter.

☐ d. Undecided

6. Would you approve of some type of year-round school program whereby you could attend the summer session strictly on a tuition basis to broaden or accelerate your education?

☐ Yes

☐ No

☐ Undecided

If yes, which of the following types of courses would you like to take during the summer quarter? (Answer as many as you feel appropriate)

☐ Trade and Industrial Education

☐ Academics such as English, Math, History, Social Studies, etc.

☐ Business Education

☐ Home Economics

☐ Retailing and Marketing courses

☐ Enrichment courses such as Art, Drama, Mythology, etc.

☐ Languages

☐ Physical Education and Recreation, including swimming

☐ Other Specify ______________________________

(over)

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UTICA COMMUNITY SCHOOLS

STUDENT SURVEY

7. If a four-quarter year-round school program is established, should special privileges regarding school attendance be given to students who are involved in junior varsity and varsity sports?

☐ Yes . . . . If yes, which one of the following two possible special privileges should be given to these students? (Mark one)

- ☐ They should be given a choice on what quarters of the year they attend school.
- ☐ They should be allowed to participate in sports even if they are not attending school at the time.

☐ No . . . . If no, should these students be allowed to participate in sports even if they are not attending school at the time?

- ☐ Yes
- ☐ No

8. If a four-quarter year-round school program is established, should special privileges regarding attendance be given to students involved in such extra curricular activities as Student Council, clubs, yearbook, and newspaper staff, etc.?

☐ Yes . . . . If yes, which one of the following two possible special privileges should be given to these students? (Mark one)

- ☐ They should be given a choice on what quarters of the year they attend school.
- ☐ They should be allowed to participate in extra curricular activities even if they are not attending school at the time.

☐ No . . . . If no, should these students be allowed to participate in extra curricular activities even if they are not attending school at the time?

- ☐ Yes
- ☐ No

UTICA COMMUNITY SCHOOLS

STUDENT SURVEY

9. Do you have any other comments about the Utica Community Schools or about the proposed four-quarter year-round school program?

INTRODUCTION BY INTERVIEWER

Hello, my name is ______________________

I am helping the Utica Community Schools conduct a survey of attitudes regarding four-quarter year-round schools. As you may know, the school district has received a grant from the State of Michigan to study whether or not it would be possible to begin a four-quarter year-round school program here.

The school district is going to rely heavily on the feelings of residents in deciding whether to continue the study. The survey I have is designed to find out what people in the school district think about year-round schools. Would you mind if I asked you a few questions?

UTICA COMMUNITY SCHOOLS
COMMUNITY ATTITUDE SURVEY

INFORMATION ABOUT RESPONDENTS

1. What elementary school is nearest your home? (Circle correct number)

1. Auburnshire
2. Burr
3. Collins
4. Crissman
5. Disco
6. Dresden
7. Ewell
8. Flickinger
9. Gibbing
10. Harvey
11. Kidd
12. Magahay
13. Messmore
14. Monfort
15. Morgan
16. Plumbrook
17. Schwarzkoff
18. Sterling
19. Switzer
20. Walsh
21. West Utica
22. Wiley

2. Are you

☐ Married

☐ Unmarried (Includes persons who are single, widowed, divorced, separated, etc.)

3. Do you have children:

☐ Yes

☐ No

If yes, do you have

☐ Pre-schoolers

☐ Elementary School Children (Grades Kindergarten to six)

☐ Junior High School Children (Grades seven to nine)

☐ Senior High School Children (Grades ten to twelve)

If you have children in high school, are any of them involved in varsity sports?

☐ Yes

☐ No

If you have children in high school, are any of them involved in such extra curricular activities as Student Council, clubs, newspaper or yearbook staff, etc.

☐ Yes

☐ No

Children attend a parochial or private school.

Children have graduated or left school.

4. Sex

☐ Male

☐ Female

UTICA COMMUNITY SCHOOLS
COMMUNITY ATTITUDE SURVEY

1. In general, how well would you rate the present educational programs of the Utica Community Schools?

   ☐ Above average

   ☐ Average

   ☐ Below average

   ☐ Undecided

2. In your opinion, how well are our high school graduates being prepared to take additional training or courses after high school if they wish?

   ☐ Very well prepared

   ☐ Fairly well prepared

   ☐ Poorly prepared

   ☐ Undecided

3. Now, how about our high school graduates who plan to immediately take a job in business or industry after graduation. How well are they prepared?

   ☐ Very well prepared

   ☐ Fairly well prepared

   ☐ Poorly well prepared

   ☐ Undecided

4. How well do you feel we are using our school buildings, considering that regular educational programs are offered during the day for all students and other types of adult education, enrichment and recreation programs are offered in the evening and summer?

   ☐ Very good use

   ☐ Adequate use

   ☐ Poor use

   ☐ Undecided

UTICA COMMUNITY SCHOOLS
COMMUNITY ATTITUDE SURVEY

5A. If the Utica Community Schools were to begin a four-quarter year-round school program, when would you prefer that students (including your children) have their vacation? Rank your preferences for the following seasons on the basis of 1, 2, 3, and 4. One would be your strongest preference, 2 next strongest, etc.

_____ Summer

_____ Fall

_____ Winter

_____ Spring

(If summer was the strongest preference (1), ask:)

5B. Why do you prefer to continue summer vacations for students (including your children)? Answer as many as you feel appropriate.

☐ Satisfied with current school calendar

☐ Recreation opportunities for children

☐ Breadwinner vacations during the summer

☐ Tradition

☐ Want to travel with children

☐ Don't like the possibility that my children will be on vacation at different times

☐ Other Specify ______________________________

____

6. I would approve of a four-quarter year-round school program in the Utica Community Schools if: (Answer as many as you feel appropriate)

☐ Students would receive about the same education as they do now for less in school taxes

☐ Students would receive more educational opportunities for the same amount of local taxes

☐ Students would receive more educational opportunities, although it would cost more in local school taxes

☐ None of the above possibilities appeal to me

☐ Undecided

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UTICA COMMUNITY SCHOOLS
COMMUNITY ATTITUDE SURVEY

7. Would you approve of some type of year-round school program whereby students could attend the summer session strictly on a tuition basis to broaden or accelerate their education?

☐ Yes

☐ No

☐ Undecided

8. Rate your preferences 1, 2, and 3 for the following possible plans for arranging school on a four-quarter year-round basis.

☐ School would be open for four consecutive quarters and students would be required to attend classes for three of the four quarters.

☐ School would be open for four consecutive quarters, but each school day would be a little longer. Students would be required to attend school for three of the four quarters. Everybody would receive an additional one month vacation period in the summer.

☐ School would be open for four consecutive quarters, but each sccool day would be a little longer. Students would be required to attend school for three of the four quarters. All students would receive an additional week of vacation between each quarter.

☐ Undecided

9. In your opinion, if a year-round four-quarter program is started in the Utica Community Schools, and the number of courses is increased, what kinds of courses should we offer more of? Answer as many as you feel appropriate.

☐ Trade and Industrial Education

☐ Academics such as English, Math, History, Social Studies, etc.

☐ Business Education

☐ Home Economics

☐ Retailing and Marketing courses

☐ Enrichment courses such as Art, Drama, Mythology, etc.

☐ Languages

☐ Physical Education and Recreation

☐ Other Specify ____________________

UTICA COMMUNITY SCHOOLS
COMMUNITY ATTITUDE SURVEY

10. If a four-quarter year-round school program is established, should special privileges regarding school attendance be given to students who are involved in junior varsity and varsity sports?

☐ Yes . . . . If yes, which one of the following two possible special privileges should be given these students? (Mark one)

☐ They should be given a choice on what quarters of the year they attend school.

☐ They should be allowed to participate in sports even if they are not attending school at that time.

☐ No . . . . If no, should these students be allowed to participate in sports even if they are not attending school at the time?

☐ Yes

☐ No

☐ Undecided

11. If a four-quarter year-round school program is established, should special privileges regarding attendance be given to students involved in such extra curricular activities as Student Council, clubs, yearbook and newspaper staff, etc.

☐ Yes . . . . If yes, which one of the following two possible special privileges should be given these students? (Mark one)

☐ They should be given a choice on what quarters of the year they attend school.

☐ They should be allowed to participate in extra curricular activities even if they are not attending school at the time.

☐ No . . . . If no, should these students be allowed to participate in extra-curricular activities even if they are not attending school at the time?

☐ Yes

☐ No

☐ Undecided

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UTICA COMMUNITY SCHOOLS
COMMUNITY ATTITUDE SURVEY

12. Do you have any other comments you would like to make regarding the Utica Community Schools or the proposed four-quarter year-round school program, or any other educational issue in this community?

UTICA COMMUNITY SCHOOLS

ADDITIONAL INFORMATION ABOUT RESPONDENTS

5. How long have you lived in the school district?

☐ Less than two years
☐ Two to four years
☐ Four to six years
☐ Six years or more

6. How many times have you moved in the past ten years?

☐ Not at all
☐ Once
☐ Twice
☐ Three times or more

7. Are you registered to vote?

☐ Yes
☐ No

8. Do both the husband and wife work in your family?

☐ Yes
☐ No

Name of person interviewed ______________________

Address ______________________

Telephone Number ______________________

Name of Interviewer ______________________

INTRODUCTION

The enclosed survey is intended to explore your opinions about a four-quarter year-round school program in the Utica Community Schools. The survey is one of five that will be conducted with residents of the community, business and industrial firms, students and teachers.

The administrative survey has been approved by the Steering Committee of the Year-Round Schools. On the following pages, please check the boxes that describe information about you on the first page and your opinions regarding implications of the year-round schools on the subsequent pages. Fill in the blanks when asked.

This survey is being given to all administrators in the Utica Community Schools. Your responses are extremely important in helping the Board of Education decide whether or not a four-quarter year-round school program is feasible in our school district. After the survey is completed, please return it to Cass Franks, Administrative Assistant for School-Community Relations.

The complete year-round schools study will be finished by the end of the school year. If there appears to be genuine popular support for this system, the school district would probably wish to try it first as a pilot program, as it does with all of its proposed new programs.

The Atlanta Schools are presently attempting a modified four-quarter year-round school program. Officials there reported it took a total of five years to get their program underway. If our study reveals that a local year-round school program is possible, it would probably be several years before it would have a major impact on our construction and personnel needs.

Thank you for your cooperation.

UTICA COMMUNITY SCHOOLS

ADMINISTRATIVE STAFF SURVEY

INFORMATION ABOUT RESPONDENTS

1. Position ______________________________

If you are a principal, are you an

☐ a. Elementary school principal

☐ b. Junior high school principal

☐ c. Senior high school principal

If you are an assistant principal, are you a

☐ a. Junior high school assistant principal

☐ b. Senior high school assistant principal

2. Years of experience as an administrator

☐ a. Less than two years

☐ b. Two to five years

☐ c. Five or more years

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UTICA COMMUNITY SCHOOLS

ADMINISTRATIVE STAFF SURVEY

NOTE: This question should be answered by all administrators. The next four questions should be answered only by administrators who work less than 52 weeks a year, (2, 3, 4 and 5).

1. Considering your on-the-job tasks, what things would be most difficult to do if schools were kept open for 12 months? Explain in detail and attach additional pages if necessary.

UTICA COMMUNITY SCHOOLS

ADMINISTRATIVE STAFF SURVEY

NOTE: The following four questions should be answered only by administrators who work less than 52 weeks a year.

2. Would you be interested in working year-round, with the extra pay or benefits to be determined.

☐ Yes

☐ No

If yes, what are the major reasons?

☐ Additional salary and/or fringe benefits

☐ Recognize need for students to be in school longer each year in order to keep pace with the educational needs of today

☐ School facilities and services should be used for a longer period of time each school year

☐ Other Specify ______________________________

If your answer is no, what are your major objections to working year-round?

☐ Concerned about air conditioning in buildings during the summer

☐ Want to spend more time with the family

☐ Want to take advanced courses during the summer

☐ Want to supervise my children's recreational activities

☐ Want to supplement my income with another kind of job

☐ Want to travel

☐ Other Specify ______________________________

3. If the Utica Community Schools were to begin a four-quarter year-round school program, when would you prefer to have your vacation? Rank your preferences for the following seasons on the basis of 1, 2, 3, and 4. One would be your strongest preference, 2 next strongest, etc.

_____ Winter

_____ Spring

_____ Summer

_____ Fall

UTICA COMMUNITY SCHOOLS

ADMINISTRATIVE STAFF SURVEY

4. Would you be interested in working year-round if the fourth quarter was spent on such professional tasks as curriculum improvement, educational research, conferences, seminars, and workshops, etc?

   ☐ Yes

   ☐ No

5. I would agree to take an off-season vacation if the rest of my family could get away at the same time.

   ☐ Yes

   ☐ No

NOTE: This question can be answered by all administrators.

6. Do you have any other general concerns about a year-round school program? If so, please explain in detail and attach additional pages, if necessary.

APPENDIX C

THE YEAR-ROUND EDUCATIONAL MOVEMENT: ITS HISTORICAL IMPLICATIONS ON TODAY'S URBANIZED CULTURE

Since the beginning of the public school movement in the United States, the problem of constructing additional school buildings to take care of increased enrollments in the face of ever rising costs has raised a very important issue--that of utilizing schools on an all-year basis.

Schoolmen, in particular, are urged to become well informed with the many new concepts involving the year-round school. There are many different versions of the year-round school. For example, the Utica Community Schools feasibility study has found over sixty different versions of year-round schools. In order for a district to conduct an acceptable study, one is forced to limit the scope of the feasibility study.

The Utica Community School District's Citizens Advisory Committee chose to study the four-quarter plan of all-year school. To be specific, the Citizens Advisory Committee asked the school administration of the Utica School District to study the staggered four-quarter plan with some additional explanation of the twelve-one plan and the twelve-four plan.

Following the successful writing of an application for state funds to conduct a feasibility study, the Utica Community School District was awarded a grant by the Michigan State Board of Education to study the four-quarter plan of year-round school operation. It is from educational research that this historical background is written.

In the early days of our nation's history, when life was predominantly rural, the length of the school year was based upon the requirements of an agricultural economy. Because children were needed for farm work during the late spring, summer, and early fall, the school year was relatively short, with most pupils attending school during the winter months.

Some boys and girls, except for very young children in a few communities, who, because they were not needed for farm work and because of poor road conditions during the winter, attended special schools in the summer. Teachers were employed on a short term basis with men teaching during the winter, and if summer school was conducted, women were usually employed to handle classes.

In tracing the history of the all-year school in America, certain broad trends become apparent. The quarter system was given fairly extensive experimentation during early days where growth was rapid and usually urbanized. Two usual reasons found fpr this rapid growth were immigration to our shores and the rapid development of industrial belts much similar to the heavy industrial

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growth currently witnessed in the city of Sterling Heights, Michigan, the southern part of the Utica Community School District.

Many different reasons have motivated interest in conducting school on year-round basis. In general the prime motive for implementing the pattern was economy, and when the programs appeared to be too expensive, they were soon discontinued, as we shall discuss later during this history of year-round schools.

Economy advocates argue that in addition to saving on building costs, additional economy could be realized on debt services, fuel, light, power, maintenance, insurance, and state tax (where applied) on bonds. Furthermore, fewer teachers would be needed to staff new schools since those employed could work on an all-year basis. It is also argued that a considerable saving would be realized in these communities by fully utilizing existing school buildings and facilities on a year-round basis instead of constructing new plants to accommodate increasing public school populations.

Parents in the past have been unable to accept the change from the traditional vacation in the summertime. Members of the boards of education were disappointed because the savings in dollars fell far below those which were predicted--and often this occurred despite sacrifices in educational quality and opportunities.

From time to time, the all-year school has been the hottest issue in education. A few school districts initiated it on an experimental basis. Those school districts experienced continuing problems with staggered attendance periods, with longer school days, with inflexible scheduling, and, in addition, there were always those two old traditional problems; parental acceptance and creating enough renewed interest to convince the supporters of public school institutions of the improved curriculum values of the extended school year. While experimental all-year schools were continued for only short periods of time in this country, few persons appear to have to have lamented their disappearance from the educational scene.

The general pattern for early year-round schools was a four-quarter system. Schools were operated throughout the entire year, each child spent the same amount of time attending classes as under the traditional nine-month year. Each child attended three of the four quarters into which the school year would be divided and took his vacation the fourth quarter. However, vacation periods were staggered throughout the year in order to have three-fourths of the children in school during any given quarter with one-fourth on vacation. The primary purpose of change to the four-quarter system was economy rather than a longer period of instruction.

Today there is renewed interest in an extended school year. The all-year school or the total year-round educational movement appears to be gaining popularity through the addition of extended school programs such as community school programs listed:

1. Drivers education
2. Adult education, along with adult enrichment programs
3. Enrichment programs involving elementary and secondary students
4. Summer athletic activities such as golf, swimming, tennis, camping, and baseball leagues
5. Teen clubs
6. Senior citizens programs involving school buildings and buses

While the change differs in nearly all of the "forty thousand school districts in America,"[1] each looks upon the old traditional role of 180 days in session as something special to be held over from the rural society. Today America has moved from a typical rural to an urbanized existence. With this change in the way we live, many educators feel that our schools must also change to meet the new ideals and expectations of a new culture.

In addition to providing leadership for tomorrow's children, education must become totally involved in helping its members adjust to the urbanized way of life. This new adjustment can only be made through a total community school concept, where the buildings exist, and the people are encouraged to utilize them, on a year-round basis.

This gives further proof of the real change in dealing with year-round schools. Learning takes place all around us, all year. Educational planners have to take into consideration the needs of our urbanized society to help pave the road toward the "new life," which not only has swept our land since World War II, but has created emergencies involving the new thermo nuclear age in which we now live.

Today many school districts are looking at new school calendars. For some, the interest is currently to be found in a flexible school year configuration which adds 25 to 40 days to the traditional 180-day school year. Others look at the year-round educational movement as an opportunity to improve curricular structures.

Various plans have been designed and in some instances, implemented, which have attempted to increase the use of facilities, of skills, and of time. Some of these plans have been aimed primarily at affecting economies by using the school plant all year, with only three-fourths of the total number of students enrolled at any one time. Other plans, such as that for a school session in the summer, have had mainly educational objectives. Recently, additional plans have been designed which aim toward the achievement of both types of objectives: economical and educational.

The casual educator is probably associating year-round schooling or the extended school year with a plan vividly outlined a few years ago in the Saturday Review of Literature and later in the Readers Digest. Reference was made to a staggered quarter plan commonly referred to as the Aliquippa Plan. Here the school year was divided into four three-month terms with groups of children being assigned to a spring, winter, fall, or summer vacation.

Recently re-designed plans, such as the staggered four-quarter plan of operation, attempt to achieve economies largely through the acceleration of students through the schooling cycle, with a consequent eventual reduction in the number of students who are enrolled in school at any one time. The required number of teachers and classrooms would, thereby, be reduced accordingly. This is supposed to save monies and is one of the reasons why the Utica Community Schools is conducting this feasibility study.

Prior to getting into actual dates of past performances involving other school districts and the process which they have used to experiment and study the year-round school, this paper needs a definition of the all-year school. A simple explanation of why America needs to look again at the extended school year leads one to quote from Dr. George I. Thomas', Its Time to Reschedule the School Year.

Definitiøon of All-Year School

"Some confusion exists over the luse of various terms for describing the so-called all-year school. For purpose of the casual reader, the all-year school is a general term which describes any one of several plans wherein the school or schools of a particular school district in session, either beyond the regular school year term, or in the case of the staggered four-quarter plan, the building is in operation all year round.

"Any extension of the regular school program which goes beyond the traditional 180 days may be considered an extended school year or possibly a year-round school. The point to be remembered here is that the total educational concept of learning is generally considered to continue on an all-year basis. Its only up to the participating school district or state government to decide how long the formal phase of learning shall be."

Why the Need for a Year-Round Educational Movement

America, Michigan, and Utica, to be specific, are caught up in a vast urbanized sweep which has and will continue to create an ever growing need for some type of continuous educational process.

The proponents of the year-round school view the longer school year as a national educational imperative and ask whether our nation can afford the luxury of long idle summers. Their sights are on higher national levels of student educational achievement and vocational skills. When America is compared with other countries in terms of days in the school year, it is found that this country's record is among the poorest. A study of 51 countries shows an average elementary school year of 210 days and an average secondary school year of 204 days. As mentioned, the average school term in Michigan and in the United States as a whole is slightly more than 180 days. Following is a listing of other nations and the lengths of their school year:[2]

Table I

Country	Elementary School Days	Secondary School Days
China	252	240
Austria	240	240
Czechoslovakia	240	240
Denmark	240	240
Venezuela	236	236
U. S. S. R .	231	231
West Germany	233	233
Netherlands	220	233
Norway	228	228
Poland	220	220
Rumania	216	222
Sweden	214	214
Australia	213	213
Japan	210	210
Greece	210	190
India	200	205
Finland	200	185
United States	180	180
France	185	185
Ecuador	170	165
Italy	154	154

From the brief description found in Table I, contemporary educators can see that other countries have had a longer formal school year than the United States. One also must mention here that a review of the literature indicates that some European countries are taking a very close look at America's present program and have indicated that they are considering reducing the length of their present "formal phase" portion of the school year.

According to Dr. George I. Thomas'[3] Its Time to Reschedule the School Year:

"The total body of knowledge accumulated since the dawn of recorded history until the year 1759 had doubled by 1900. Between 1800 and 1950 it redoubled. It doubled again between 1950 and 1960, and since 1960 has doubled once more." What the future will bring no one knows.

"Three-fourths of all the people employed by industry 12 years hence will be producing goods that have not been conceived. Half of what a graduate engineer studies today will be obsolete in ten years; half of what he will need to know is yet not known by anyone."

This great knowledge explosion is a threat to the traditional school year. At this point, administrators and teachers often act as though the school is apart from the world of reality. Many schoolmen would be content to ignore the social, economic, and technical revolution which is taking place outside the school. It is doubtful that even they can continue to ignore this forever.

There is a world of knowledge outside school doors clamoring to move in. If it does, schools may well have to change its concepts of learning as the achievements of man in the communicative arts take over. New technological developments will be applied to make the learning process easier. Classroom teachers will be combining forces with technology in order to individualize the learning process. In doing so, teachers will find a longer school year an asset that cannot be ignored.

Most thinking educators today believe that school districts who attempt to sell year-round schools based on economical savings are doomed to failure. Education must develop curriculum changes to improve today's curricular implications for tomorrow's youth. If a general feeling exists where extending the present school year is necessary to improve curriculum, then by all means extend it.

The change in calendar structure for the sake of change doesn't really help anyone, certainly not the children. School districts must utilize their professional personnel to evaluate present programs and together work to seek new curricular changes, and if necessary, change present calendars to meet new needs of curriculum. In a final analysis, schools exist for children. If we as educators fail to change to meet their new demands, schools will become useless in a modern technological age.

The Extended School Year Before 1900

A historical review--Various efforts for extended school programs in public schools have been tried during the last century and a half. Rather than being a relatively new concept in education, the year-round use of schools is one of the oldest. As a matter of fact, during the period prior to 1840, school in the cities was conducted nearly all year round.

The year was divided into four terms each having 12 weeks, with one week vacation between each term. Eventually, this pattern was altered to provide vacation during both holiday seasons. This idea today is known as the twelve-one plan. Another plan similar to this one is called the twelve-four plan. Generally, the twelve-four plan closes school for four weeks in late summer, usually August.

Research indicates that during the first half of the 1800's, the city of Buffalo, operated its school system for 12 months each year, Baltimore and Cincinnati for 11 months, New York for 49 weeks, and Chicago for 48 weeks.

Between 1840 and prior to World War I, for about 75 years, city schools gradually shortened the school year and increased the vacation period. At the same time, however, rural areas gradually lengthened the school year until it approximated the shortened school year came into existance. About this time the so-called nine-month or 180-day school year became part of the American scene.

One must remember that it was during this same period of time in the early development in this country that our cities were generally very crowded with new immigrants, particularly during the 1840's and 1850's. It was the influence of Horace Mann's visit to Europe during the 1840's that later led him to crusade for "common" educational opportunities for all the boys and girls at this time.

The great influx of immigrants to our eastern cities, including the midwestern city of Chicago during this same period of time, led to many educational problems. New, would-be citizens not only crowded existing conditions, but created additional social conditions which influenced the establishment of the now famous nine-month school year.

Today we live in an age with new methods of finance, new laws of compulsory education, new urbanization and a new nuclear age which enables men to travel in space. Perhaps as a nation educators should look at those old influences which established the present school year as it existed prior to the war of the 1860's and re-evaluate their ideas as to an extended school year.

By 1870 the average days in attendance for the United States was 132 days. However, much longer school years were common in the larger cities more than a century ago. The following list shows the length of school years in six large cities in 1840 and in 1915:[4]

Length of School Year

City	1840	1915
New York	49 weeks	193 days
Chicago	48 weeks	193 days
Buffalo	12 months	190 days
Cleveland	43 weeks	192 days
Detroit	259 days	191 days
Philadelphia	251.5 days	195 days

A review of the literature reveals that Baltimore and Cincinnati had school eleven months. As mentioned earlier, the school year was usually divided into four terms of 12 weeks each, with a one-week vacation at the end of each term. Generally, this pattern was altered by giving one week's vacation at Christmas, one at Easter, and two during the summertime.

The first summer school on record in the United States was established by the First Church in Boston, Massachusetts, in 1865[5] and later on, when the length of the school year was considerably less than the near-maximum of 48 or 49 weeks, vacation schools were established by private organizations and later by boards of education in selected large eastern cities.

One of the first vacation schools was organized in Providence, Rhode Island. In 1894 the "Association for Improving the Conditions of the Poor" established summer schools in New York City. Two years later in Chicago, Illinois, the Civic Federation, replaced by the Chicago's Women's Club in 1898, started summer vacation schools. This trend spread rapidly. In Pittsburgh, Pennsylvania it was the "Civic Club"; in Rochester, New York, the Women's Educational and Industrial Union was the responsible agency.[6] By 1899, it is reported that as many as 20 cities, in usually larger areas, had established schools similar to the vacation type school discussed here.

There is some indication that agencies wishing to sponsor these vacation schools did not receive the full cooperation from local boards of education. The first public schools in which the summer program was actually incorporated into a school system were in 1897 in New York City, and in Chicago and Providence in 1900.[7]

According to the Flint, Michigan study in 1955, the earliest of summer schools, or "vacation schools," were founded primarily "with the idea of counteracting the harmful effects of idleness and the influence of the city streets on children of school age."[8] These schools, first developed and fostered by churches, philanthropic societies, and social workers, did not emphasize academic learning, but instead were intended to keep children busy and out of the way. As the vacation schools were gradually controlled by boards of education, programs became more academic in nature. Mr. C. A. Perry gives an interesting account of a vacation school circa 1910. Among the courses offered were basketry, shoe-making, chair-caning, embroidering, millinery, and nursing.[9]

By way of comparison, today's summer schools offer a variety of remedial, corrective, enrichment, and broadening activities, all directed toward the goal of providing better educational opportunities for pupils. The length of the school year today and the corresponding length of the vacation periods still vary from one section of the country to another; this has been the case in the past and will likely be the pattern of the future.

Ths possibilities of all-year schools were first sensed when summer terms were extended to permit earning of advanced credit and as a make-up for previous school failures. This took place near the turn of the century.

It was reported in the literature that during the earlier part of the nineteenth century, it was not at all unusual for rural children to attend school during the summer months. This usually was because of bad weather during the winter and served as replacement for time lost. The success among this rural school summer program has not been documented.

In 1897 New York City attempted a year-round school program. The reasons for failure are not known, probably due to economic failure and the failure of parents to see the need for summer classes. These isolated experiments did not survive. By 1900 the current pattern of a nine-months school year had been initiated in most of the nation's schools and is very dominant today.

As history so often has a tendency to repeat itself, there was another attempt of resurgence of efforts toward the extended school year. In 1900 Chicago, Illinois and Providence, Rhode Island, had developed extended summer school programs. These early vacation or summer schools, as they were called, started out offering recreational activities, but later introduced academic classes which became the forerunner of the future.

Year-Round Schools 1900-1950

It has been discussed that prior to the early 1900's, city schools continued to lengthen summer vacations, while the rural schools increased the school year. This pattern continued until the American schools reached the type of stability which has existed during the first half of this century.

During the first years of the twentieth century, the problem of constructing more school buildings to take care of increasing enrollments in the face of ever rising costs was resolved in Bluffton, Indiana in 1904. The four-quarter term school, initiated in Bluffton, called for the calendar year being divided into four terms of 12 weeks each. This resembles today's twelve-four plan where students have four weeks off during the late summer and rotate three of the other four 12 week plans. It could have also meant one week off each at Christmas and Easter with two weeks off during the summer or the twelve-one plan. In the twelve-one plan there would be a break between each quarter of one week duration. Of course, the student would attend three of four quarters.

One report stated that the Bluffton, Indiana school put a rotating four-quarter plan into operation, which according to Dr. Edwin E. Prible, then superintendent of schools of Bluffton, "I am sorry that I cannot help you. William Wirt, in 1905, inaugurated what he chose to call a year-round school program. However, it was merely a voluntary summer school program. He left in 1907 and so did the summer program. I have really no valid data on this program."[10] Bluffton is highly mentioned as being the first real four-quarter all-year plan, but according to this source really was nothing more than an extended summer school program.

So-called valid educational research attempts to explain that the experiment started in 1904 and was discontinued in 1913. The point to make at this time is that the extended or year-round school was attempting to move back into the educational limelight.

The popularity of the all-year plan grew rapidly after 1910 and by 1925 at least 13 school systems had some or all of their schools so organized. The school systems included those of Albuquerque, New Mexico; Amarillo, Texas; Ardmore and Tulsa, Oklahoma; Bayonne and Newark, New Jersey; Bluffton and Gary, Indiana; Eveleth, Minnesota; Mason City, Iowa; Minot, North Dakota; Nashville, Tennessee; and Omaha, Nebraska.[11]

Generally, most cities, except Bluffton, Indiana and Newark, New Jersey, apparently ran into too much difficulty and abandoned their year-round school plan. According to one feasibility study the health of teachers and pupils in the all-year school was apparently not affected, but not researched as to validity.

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Probably the best known system of all-year schools was that of Newark, New Jersey, instituted in 1912 by organization of two schools for year-round operation.

Educators in Newark initiated a continuous four-quarter plan. This was later seen as a forerunner of the quadrimester plan. The school year was divided into four terms, which covered a full calendar year. All pupils were required to attend school during the first three quarters, while attendance during the fourth, or summer, quarter was voluntary. The plan was designed especially to serve the population of Newark, which had a high percentage of poor foreign-born families. Children from these families could get extra schooling during the summer quarter to help them meet with a greater degree of success during the regular year.

It is reported that attendance was as high as 75 percent, and students who attended school year-round showed no damaging physical effects.

By 1922 practically all Newark schools were on the all-year plan. A change of superintendents brought review of the plan and the recommendation that it be discontinued. The board of education affirmed the recommendation but reversed its decisions because of parental objection. Consultants, engaged to examine the evidence, recommended continuance and a thorough study during the folbwing year. The comprehensive study was conducted by Farraud and O'Shea, with the assistance of many other prominent educators, and included an analysis of the data submitted by the superintendent and the principals of the schools concerned, and measurements to compare the pupils of the all-year schools with those of traditional schools.

"A brief summary of the study reveals that their findings are definitely in favor of the all-year school organization. The all-year school did not carry a considerable number of pupils through eight grades in six years but did advance their pupils more rapidly and developed greater educational attainment than was done for similar pupils in the traditional schools. The all-year schools held many pupils who would have been drop-outs or seriously retarded in the regular schools and therefore, their graduates did not make a good showing in high school. Such schools rendered important service, particularly to children of foreign parentage and unfavorable home conditions, and the additional cost was not excessive when considered in the light of the service rendered."12

According to Dr. Edward F. Kennelly, Superintendent of Schools, Newark, New Jersey:

"I am pleased to indicate herein more or less briefly the experience of the Newark Public Schools have had with an all-year program during the period from 1921 to 1931."

App. C.

"The program was terminated by the Newark Board of Education in 1931 Primarily because the all-year schools ceased to be sufficiently appropriate, adaptable, and serviceable to the needs of the community and the pupils. Even in 1961, it appears that the all-year school is not completely desirable or advantageous, particularly at the elementary and junior high school levels.

"Evidence indicates that in 1912 the program gained impetus and achieved existence largely as an attempt to render special assistance to children of parents with foreign backgrounds residing in overcrowded and underprivileged neighborhoods. It was hoped that additional school time and work during the summer would serve as a remedial instrument to improve or accelerate such children, especially in the basic subject areas.

"Apparently one major weakness existed in the all-year plan at that time, in that the school program of accomplishment was supposed to complete one year of academic work from September through May, and then to complete an additional one-third of another year's work program during the months from May to August inclusive. In other words, a pupil wishing to take advantage of such opportunity was presumed to absorb one and one-third year's work in one year.

"Among the criticisms which ultimately emanated from the community as a whole was the fact that, in effect, pupils with continuing language handicaps and pupils who, due to bi-lingual home environments and other neighborhood influences, were being graduated at the age of approximately 12 years and six months due to acceleration. In this sense at least, such pupils were moved along into secondary schools with a lack of language facility. Experience has shown, generally speaking, that all other things being equal, pupils emanating from homes in which English alone is spoken require less time and effort to achieve language proficiencies than those pupils who come from homes in which a foreign language is spoken entirely or from homes that are bi-lingual.

"Ultimately, the related criticism was advanced that these pupils were not only still ill prepared, language wise and academically, but from the viewpoint of chronological age and social maturity were not ready to adjust to the chronological and social ages of the rest of the secondary school pupil population. Finally, the plan was abandoned in 1931 in view of the foregoing and the widespread lack of satisfaction which evidenced itself through the community.

"Allowing for certain obvious exceptions, either in the way of physical handicap or mental, emotional, or social retardation, the philosophy of keeping together children of the same relative social age appears to maintain its soundness. Frequently, the educational acceleration of pupils based on academic achievement alone tends to present problems of a difficult and sometimes lasting nature."13

The all-year school ended in Newark, New Jersey in 1931 according to Mr. Vincent J. Young of the Newark Teachers Union: "It was tried in eight elementary schools and one high school. There were 50 elementary and five high schools in operation in Newark in that time. Prior to being abandoned, the board of education gave as the reason for ending the program "the desire to establish equal educational opportunities for all children," but there is evidence that the real reason was budgetary."14

While Newark critics claimed the four-quarter plan, more detailed educational research indicated it was not a truly four-quarter plan of operation. The Newark experiment was considered a success but was abandoned at the beginning of the Depression in 1931 because of the costs involved in the program.

One potential thought from the Newark study is that if you are working with large numbers of so-called disadvantaged children, you should not count on acceleration to get the children out of school earlier. This was a misconception made back in Newark in the 1920's.

According to a review of the literature, by 1915 most of the nation operated on the basis of a nine-month school year, with slight variations from one section of the country to another. Coincidentally, at this time, both city and rural systems operated approximately nine months per year. This length of time was arbritrarily set as the proper length of the school year, and thus it remains today.

In 1916 the United States Bureau of Education reported elementary schools with summer terms of four to 11 weeks in 211 cities.

During the war years (World I) according to the review of the literature, the all-year school was attempted in Minneapolis, Minnesota, but Dr. Rufus A. Putnam, Superintendent of Schools of Minneapolis, writes: "Minneapolis Public School System is not operating on a 12-month school year or the four-quarter school year, nor has there been any proposal to increase the school year in this regard.

"In 1918-19 a four-quarter year was tried in Minneapolis but was found to be unsuccessful and was dropped. The matter of scheduling students' time and the cost involved seemed to be the two major deterrent factors."15

Another report stated that Minneapolis undertook a three-quarter program toward the four-quarter plan in 1919-20. This report stated that the last year of operation was in 1922-23.

During World War I and the early twenties the year-round school was widely discussed and advocated. During the period, year-round schools were reported in operation in Ardmore, Oklahoma; Chattanooga, Tennessee; El Paso, Texas; Elveleth, Minnesota; Gary, Indiana; Mason City, Iowa; Minot, North Dakota; Omaha, Nebraska; and Tulsa, Oklahoma.

The natural result of war conditions following a major war have resulted in school people to become more deeply concerned about year-round schools. New industrial complexes, influx of families, increased birth rates; all have given rise to year-round schools following World War II, the Korean War and, more recently, the war in Southeast Asia.

The Omaha Technical High School is reported to have used the four-quarter plan from 1918-20 and in 1920-21 Amarillo, Texas tried the four-quarter plan for one year. It collapsed under one point--the fact that students and parents expect to have vacations during the summer, and are not satisfied to stay out of school during the fall, winter, and spring months. Also found in the literature is the fact that the four-quarter plan was not satisfactory to the school authorities because of scheduling difficulties and teaching situations.

During the 1920's San Mateo County Schools, the Long Beach and the Los Angeles City Schools, all in California, along with the studies of Griffin and Lewis, gave further proof of attempts to lengthen the school year. One interesting point made during this same time period is, "The reports of previous attempts at a year-round operation revealed that although the four-quarter plan developed early in the present century and flourished during the 1920's, it had practically disappeared by the mid-century. The literature indicated that the plan was not acceptable as to the solution of the problem of over-crowding nor as a proper medium for pupil acceleration or enrichment toward the total educational program. The literature further revealed that the trend is toward a longer school year organized on the single term or two semester basis and supplemented by more extensive separate summer programs."[16]

In 1921 Minot, North Dakota conducted an experiment in year-round schooling. When it was reported at that time, they were in the fourth year of the experiment. When the plan was abandoned could not be ascertained.

In 1922 a continuous four-quarter plan similar to that used in Newark was adopted in Nashville, Tennessee. Summer enrollment in Nashville fluctuated at about 50 percent, with higher attendance in Negro schools than in white schools. The Nashville experiment, considered only partially successful, was discontinued in 1932.

In 1924 the Nashville, Tennessee schools utilized a four equal period of schooling with Dr. Arthur F. Klein, Director, Research and Statistics of the City Public Schools of Nashville, Tennessee stating:

> "The 'all-year' school program operated in the Nashville City Schools during the years 1924 through 1932. The school year was divided into four equal periods of 12 weeks each. A year's work was to be covered in three terms. A student was able to take new work in the fourth period or to review the previous year's work--

a choice to be made in light of each individual's needs. Attendance was compulsory for only three terms.

"The summer term was well attended. The enrollment the first summer (1925) being about 65 percent of the enrollment of the regular spring terms and a gradual but steady increase was noted through the summer of 1929.

"Due to the fact that the nation was in severe economic depression and school revenue was declining, the length of the summer term in 1931 was reduced to eight weeks duration. In 1932 the summer term was available only to those students who needed remedial work, or who could secure enough additional credits to enable them to graduate in June, 1933. Because of further financial cut-backs, the school year 1932-33 was shortened and the school began operation on a two-semester plan.

"The 'all-year' school was financed through taxation from both state and local sources, except that the City of Nashville had to assume the additional costs of the extra 12 weeks summer term. (Our teachers were previously paid on a ten months basis so the instructional salary expense amounted to additional two months salary scale for each teacher employed in the 'all-year' program.)"17

In Nashville pupils were able to obtain schooling continuously, if they chose, and teachers who desired to teach throughout the year could do so, receiving two additional months' pay. Nashville discontinued the program, however, primarily because it proved to be too expensive and because of a serious complaint that high school students graduating early as a result of acceleration were actually too young for regular employment and not old enough to enroll in college. The objection was also made that acceleration did not adequately prepare students for work or college, at least as compared with high school graduates elsewhere at that time.

It is reported that in Nashville the enrollment was spread over a period of 12 months, which reduced the pupil-teacher ratio and also the number of teaching positions. Also it is noted that teachers and principals preferred the summer months for vacations. Nashville did not indicate any financial figures, but with lowered pupil-teacher ratios, the cost would have had a tendency to rise.

The summer sessions or quarters, as they were known in Nashville, were with summer quarters from 1927-32 primarily to make up failures or to gain advanced standing. With the summer or fourth quarter utilized for the above two reasons, one could only conclude that none of the quarters were mandated. The regular school year would be required with the summer quarter on an optional basis.

One other unlisted source indicated that "In Nashville, however, under this program, more student failures occurred in the summer than in other quarters, and not surprisingly, teachers were found to lack vigor and motivation during the summer." Mention is made that additional cost was not excessive when considered in the light of the services rendered. Another source indicated that summer school costs per pupil in attendance were 64 percent higher than in other quarters, while a third source indicates that Nashville did not bother to compute financial data.

In "The Defined School Year," published in March, 1963, mention is made of Nashville's all-year school as follows: "The greatest proportion of all the public schools of a city that were maintained as all-year schools occurred in Nashville, Tennessee. In 1925 two-thirds of the pupils and more than four-fifths of the teachers voluntarily attended the summer term of the all-year schools. Year around operation in Nashville began in 1924 and the program received thorough study for at the end of seven years' operation by staff members of the George Peabody College for Teachers. The conclusions of the study that are of value to the present investigation are as follows: elementary pupils who attended the summer quarter did not do proportionately as well as those who did not attend summer school; some children who were over age in grades were able to advance further in school than otherwise would have been possible andsome bright children were said to be able to shorten profitably their time in school. The summer quarter unquestionably served the social and physical needs of children during the summer months as they were never served before, but a better procedure would have been to lengthen the regular school year and develop a summer school more nearly adapted to the summer needs of all the children of the city."

By the end of the 1920's educational researchers claim a high water mark in the experimentation with the rotating four-quarter plan, with the following cities reportedly using and subsequently abandoning the system: Bluffton and Gary, Indiana; Mason city, Iowa; Eveleth, Minnesota; Omaha, Nebraska; Alburquerque, New Mexico; Ardmore and Tulsa, Oklahoma; Ambridge and Aliquippa, Pennsylvania; Amarillo and El Paso, Texas; Bayonne, New Jersey; Minot, North Dakota, and Nashville and Chattanooga, Tennessee.

The casual researcher would indicate that because of time, change of personnel and the unavailability of valid data, that reports of the extended school year as we know of them today, were often as not simply summer sessions or enrichment programs which usually fell into make-up types of summer programs.

The response to over 3,000 personal letters by the Utica Community Schools including the above mentioned school districts simply indicate a lack of knowledge of exactly what took place in those earlier days. Searching through reviews of literature and articles do not always give the researcher the true picture as to the nature of the year-round school programs involved. One definite fact remains from this time period; sincere attempts were made to lengthen and revise the school calendar in various parts of the United States.

In 1927 Amarillo, Texas was reported to have year-round schools. Dr. Robert Ashworth, Superintendent of Schools, Amarillo, Texas, writes: "It is true that about 35 years ago (1927) Amarillo tried this plan for one year. It collapsed under one point--the fact that students and parents expect to have vacations during the summer, and are not satisfied to stay out of school during the fall, winter, and spring months. Mr. M. H. Duncan was superintendent at that time.

"It was not satisfactory to the school authorities because of scheduling difficulties and teaching situations. I am sorry that we are unable to furnish you with more information. However, I think the feeling is clearly indicated by the fact that Amarillo has been doing for its schools for the past 20 years and has not resorted to a 12-month schedule."[18]

It is reported that Amarillo indicated that the plan was difficult to administer and unpopular with the general public. The system operated on quarters with students assigned to three quarters per year with teachers employed for the whole year. Immediate results were less crowded conditions and savings in school operating costs.

By 1930 only six cities had the so-called four-quarter plan. Aliquippa, Pennsylvania experimented with the plan between 1928 and 1938. The reported extended school program was instituted to alleviate over-crowding until money could be raised for new schools. Students were divided into four groups, each of which attended school for three quarters and vacationed for one quarter. Teachers were hired for three quarters and had the option of teaching a fourth quarter for extra pay.

When the superintendent reviewed the first five year's experience with the plan, he said: "In Aliquippa the major purpose in the minds of members of the Board of School Directors is to utilize fully all existing school buildings before constructing new schools. One member expressed the feeling of the board at the time the plan was adopted when he said, "Why should we spend millions for school buildings and then allow them to remain idle three months of the year? No solvent business concern would tolerate such management."

Aliquippa found that the plan did relieve the building program and resulted in the buildings used continuously and reported a savings of $40,000 a year for several years. Aliquippa, however, soon ran into difficulty attempting to resolve the problem that resulted from teachers taking vacations at different quarters of the school year. Aliquippa also found that parents generally wished the summer months for vacations. The reported difficulties with both pupils and teacher accomplishment during the hot months left much to be desired and would recommend year-round weather control for year-round schools. Mention was also made that maintenance and remodeling were major problems. In today's urban school areas, much of the heavy maintenance and remodeling takes place evenings and weekends at premium pay so these factors may or may not be as important as they once were.

In general, the data reported are insufficient to make any valid conclusions. This is especially true in the area of finance. Although the administration of the Aliquippa program was very difficult, the district did continue operation through 1938.

Aliquippa returned to the traditional nine-month school year and embarked on a school building program. This decision was probably based on the consensus that the disadvantages of the four-quarter plan out-weighed the economic advantages. Horace C. Harsell noted the following problems: building maintenance and repair became inconvenient and costly; teachers and classrooms changed constantly because teachers were permitted to choose their vacation quarter; there was some evidence of a slackening on the part of both students and teachers during the summer quarter.[19] Also reported in Aliquippa was the fact that pupil achievement because of poor health conditions as a result of the year-round school did not develop because of the extended school year.[20]

Dr. Jarvis called attention to a July, 1954 report entitled, "The All-Year School." A portion of it is quoted as follows: "The schools of Aliquippa were operated on the basis of four 12-week quarters for a period of ten years beginning in 1929. Approximately one-fourth of the pupils were assigned to vacations during each 12-week period and teachers were permitted to work the full four quarters if they so desired. The all-year form of organization developed there because of extremely rapid growth of the enrollment with consequent need for better school plant utilization, and because of the feeling of the school board that many children should have the opportunity for schooling throughout the calendar year. The all-year plan was instituted in preference to double sessions and children were permitted to attend all four quarters when space and particular school locations permitted such attendance.

"Although the literature is not consistent in the appraisals of the Aliquippa experience, it was generally concluded that the plan was not particularly advantageous because of difficulties in building maintenance, repair, and because of the objection of parents to vacation periods other than during the summer months. The plan produced substantial tax savings but increased financial, organizational, and management problems. There was no agreement if the four-quarter plan was detrimental to pupil progress, or if the work of the students was as satisfactory during the warm months as it was during the other periods of the year."

Also added to the Aliquippa study should be the following information: "A brief history of the use of the four-quarter plan was included in the Griffin analysis of the reactions to an extended school year by elementary teachers in the Los Angeles City Schools, reported as a master's thesis in 1951. Of value to the present study is her report of a letter received from the Superintendent of the Aliquippa Public Schools in which he reviewed the operation of the plan in that city and stated that it would not be used again except in an emergency. He reported immediate relief from building problems, continuous use of buildings and opportunity to make lup failures as advantages to the plan.

"The disadvantages were the constant changing of classroom groups and teachers, parental objections to vacation periods other than the summer months, and difficulties in attempts to maintain buildings without interference with school work. His "report of a let-down in the work of both teachers and pupils" during the summer session was not consistent with that of the Superintendent who served during the time the schools operated on the four-quarter plan."21

One of the most interesting points in the above quotes is the fact that all-year plans are being instituted in preference to double sessions. School financial experts claim that the only real way to save money is to go double sessions. The battle then becomes between the educators claiming the need for extra classes and the business office who say if you really want to save money, go double shifts.

In 1929 O'Dell made a comprehensive survey of summer schools in the state of Illinois. "He found that five percent of elementary students and 18 percent of high school students were in summer school attendance. The length of the term varied from three to 12 weeks with half of the schools operating for six weeks. A three and one half to four-hour session was popular, and 86 percent of the schools surveyed gave credit for summer work. Entrance qualifications were apparently in vogue as 14 percent of the Illinois schools admitted students who had failed, 56 percent admitted those who "wished to gain time," and 70 percent of the schools admitted those who had been ill or "out for other reasons." The median fee was $15.00 per credit; the tuition range was from $5.00 to $35.00 per credit. In 1929, 94 or 17 percent of Illinois secondary schools offered summer courses while 451 or 81 percent, did not."22

O'Dell also stated that the movement for reduction of child labor, the increased use of labor-saving machinery which rendered the services of children less helpful on the farm, and the general social tendency for the family to assume less and the state more responsibility for children; have all contributed to bring the question of summer work in public schools into greater prominence.23

About the same time, Reals conducted a similar study. In his study of the summer high school, he reported that when the success of summer school pupils who were promoted to advanced work was compared with that of non-summer high school pupils during the regular session, there was "no instance of a significant difference in favor of summer high school pupils."[24] When the non-summer students did a little better during the regular session, Reals attributed this to "better new material." He found also that at the time of his study about 30 percent of students were idle during summer vacations, again a situation aggravated by existing child labor laws. Reals concluded that the "facilities of the summer high school could be well extended for these pupils."[25]

By 1930 the present day organization for city school systems was either a single term, or a two-semester school year plus summer programs varying from six to 12 weeks in length. A summer program as long as 12 weeks offers the same opportunity for educational services as any quarter of the four-quarter organization. This seems to the general background of the present Fulton County Schools plan near Atlanta, Georgia. Hopefully, Fulton County, Georgia would like enough of their students to volunteer for the fourth quarter so they could have the all-year four-quarter plan. Fulton County educators do not wish to mandate their program, but instead hope that parents and participating students will make the year-round program go on a volunteer basis.

Also, during the 1930's the twelve-four plan was again utilized. All the students were required to attend all four quarters, but all had the one month (four weeks off) for vacation. The Depression and the tightening of money killed this plan, both in Nashville and Newark.

Typical in the development of the so-called four-quarter plan was the 1932 story of the Ambridge, Pennsylvania Vocational High School as recorded by its principal.[26] Faced with overcrowded classrooms and reluctant to accept half-day double sessions, the community, according to Irons, implemented a four-quarter plan. It was not primarily a plan of failure-removal or pupils acceleration but an attempt to solve a reoccuring problem of building load. Among reasons for the year-round school plan was that one-third more students could be accomodated without additional construction, salaries of teachers could be raised 20 percent, and failures need repeat one-fourth rather than one-half a grade.

The four-quarter plan of all-year school up to now, as utilized by 90 percent of school districts in America, is a simple extension of the summer school. Educators weren't academic in nature and gave course credit on an equal basis for the summer session. The summer was generally a make-up and pupils could get only a minor percentage of a year's credit during only one summer school.

However, throughout the 1930's summer schools grew in number, were increasingly operated by local school boards, and became more academically oriented. More and more subjects offered during the regular session were introduced in the summer with the needs of educationally retarded children receiving increased attention. The concern for community recreation activities flourished together with the development of summer instructional programs. Also, during this time period there was a great deal of debate and discussion over the all-year school year because of building costs and the new members of children now available to attend school because of new attendance laws, which were being enforced in several states.

In 1934 Los Angeles conducted a study to determine if the buildings damaged by the 1933 earthquake could be used for year around schools.

"A committee of principals and supervisors investigated the legal aspects, expected rehabilitation costs and effects of such organization upon the educational program of elementary and high schools and concluded that the all-year plan was not a satisfactory solution to the problems of more economical use of the facilities and equipment of the Los Angeles City School District."

The committee found that major changes in the School Code would be necessary in order to maintain the same state and district financial relationships and to preserve the intent of the compulsory aspects of school attendance.

Rehabilitation costs could not materially be reduced by the plan because elementary classrooms that could be eliminated were located in small building units and the special buildings of high school plants had to be retained. No saving beyond one percent of the total cost could be achieved unless entire high school plants could be eliminated or new ones not constructed. Because of reduced class size, the saving would be more than offset by the increased cost of year-round education.

The most serious defects on the proposal were associated with the educational program. The committee found that the school year would be reduced approximately one month for each child, the curriculum and texts for all schools would have to be entirely reorganized, transfer and promotion problems would be increased, quarterly reorganization would be handicapped, and educational experiences could no longer be offered by the schools to children during their vacation periods.[27]

During the late 1930's, operational and administrative difficulties, coupled with the impact of the depression years, temporarily suspended experiments to alter the traditional school calendar.

It is reported that between 1930 and 1950 only one American city, Chatanooga, Tennessee, had schools on the four-quarter plan. However, Dr. Harvey A. Burke, Superintendent of Schools, Omaha, Nebraska, wrote to the American Federation of Teachers, "The Defined School Year," March, 1953, page ten, that:

"The 12-month plan in the Omaha schools to which you refer was tried in the 30's in a large technical high school which, at that time, enrolled over 4,000 students. The over-all plan called for a four-quarter high school, but since this was an early experiment, enrollment in the fourth (summer) quarter was entirely voluntary. At that time, also, the four-quarter school interferred seriously with the pupils' ability to work in the summertime, a factor which, in this particular school, was very important.

"The four-quarter plan was abandoned because it was not economical, at least as far as operating costs were concerned. Classes were too small, it was difficult to maintain voluntary attendance in summertime, and it was impossible to enforce a compulsory school law during the summer months. There were no reductions in the maintenance and repair budgets; and in fact, the latter cost more because we had to concentrate on the maintenance of a large building for a shorter length of time. We did, however, use a very expensive building more effectively.

"A careful analysis of the plan indicated that there were no savings, benefits, or advantages accrued to the community except that space was utilized in this one particular building. It enabled some students to complete high school in three years, but this was at a time when college entrance was not an important factor. It did permit students who had learned a trade or some special skill in the school to enter the labor market a year sooner.

"Our records indicate that the plan was successful in that it was possible to use a costly plant more completely. Pupils, parents, and teachers did not consider the plan more effective educationally than the three-quarter plan except in the saving of time for young people who had learned a trade or skill.

"The extra-curricular problem was a reason for the plan's discontinuance. Obviously, it was impossible to enroll students in the summertime on a voluntary basis who were interested in sports, music, or any other extra-curricular activity.

"We would not attempt to force young people to attend summer school because of interference with family life and, therefore, would not reinstate the plan in Omaha. We are attempting, and we think successfully, to induce a greater number of students each year to participate in voluntary summer activities varying from six to ten weeks duration in any special courses which may be of interest to them or any activities which will permit make-up work, advance their graduation date, or enable them to enter college on an advanced standing. Last year we enrolled about one-

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fourth of the total student body in this manner, a much larger proportion of the enrollment than at any time that the four-quarter plan was in operation."

In America at this time, the length of school years in rural areas were less than in urban schools. In 1940 the average attendance was 167.6 days for rural areas and 181.7 for urban areas. The average length of rural school years increased from 116.9 days in 1890 to 167.6 in 1940. The school year of about 180 days has been generally accepted during the past 25 years.

By 1944 the average for the United States was 175.5 days---with state averages ranging from 186.6 in Illinois to 148 in Mississippi, including certain holidays.[28]

At the present time school years usually are nine months (180 days) or nine and one half months (190 days) in length, including certain holidays. Schools are actually in session about 170 days in nine months or 180 days in nine and one half months.

During the 1940's and early 1950's summer school growth was continuous but unspectacular. There was, however, still a strong affinity for traditional programming with the school year hovering around the 180 day mark.

Year-round educational movements in this country remained quiet for a brief period of time prior to World War II when renewed interest became evident as overcrowding swept many local districts. There was little positive action for year-round schools except in a few widely scattered school districts such as 1946 where:

"Plans involving extended contracts forteachers were initiated in Rochester, Minnesota and Glencoe, Illinois. The Rochester plan offers teachers 11-month contracts. Teachers spend their summer teaching in summer school, working the community recreation program, participating in workshops, curriculum studies, or seminars, working on local studies and research projects or on individual projects, or engaging in travel of professional significance."[29] Under the Glencoe plan, teachers were offered 12-month contacts.[30]

About this same time, other communities reported to have similar plans for year-round schools. Decatur, Illinois; Lexington, Kentucky (since discontinued); Lakewood, Ohio; Milwaukee, Oregon; Langhoren and Oil City, Pennsylvania; Beaumont, Texas and Stevenson, Washington, all reported developing plans or actively moving toward this direction.

Following the Second World War, the all-year school has largely been realized through the frame of extended summer school programs. The argument for the extended school year has concerned itself with educational objectives. At no time, in the postwar years, has the four-quarter plan been seriously reviewed.

"Current studies and analyses, congnizant of the apparent failures in Newark, Nashville, and Pennsylvania, have concluded that an economical four-quarter system to be unworkable."31

During the time mentioned in the previous quote, the Atlanta City Schools and the Fulton County Schools, outside Atlanta, are attempting to move toward the staggered four-quarter plan of operation.

In 1947 a study of the four-quarter plan was made in the Sequoia Union High School District, Redwood City, California, without consequence. Lexington, Kentucky was one of the few communities actually to institute a year-round public school schedule after World War II, but financial difficulties, as well as community resistance, caused discontinuance of the program in 1959 after ten years of operation. No significant savings resulted. In assessing the operation, the superintendent commented: "The pattern of a summer vacation is strongly ingrained...and it appears to me that it will be some years before something approaching a 12-month arrangement will be acceptable to the public."

The end of World War II precipitated still another revival of interest in the year-round school. Educators and laymen, faced with problems of a mushrooming student population, inadequate school housing, critical teacher shortages, as well as the changing needs of modern youth, once again subjected the nine-month school year to critical scrutiny. Each investigation was prompted by the need to effect new economies in school operation. Again, however, little positive action resulted.

A summary to date (1950) indicates that every four-quarter plan attempted has been rejected. From this point on, in this historical review, the educational researcher will show time after time where school districts have continued to study the advantages and disadvantages of the four-quarter plan of year-round operation. The pattern which will be revealed during the next 20 years of this study are generally being influenced by the following items:

1. Television
2. Knowledge explosion
3. Advent of nuclear age
4. The year-round educational movement

It would occur that if the 20-year period (1970-1990) moves at the same pace that the time period 1950-1970 did, America will see more and more school districts researching the rescheduled school year.

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Toward a Year-Round Educational Movement 1950-1970

"The most comprehensive individual study of the all-year schools and related educational programs to date, and the final study to be reported in this review of the literature, was completed by Lewis in 1950. The findings of the study were reported as a portion of his doctoral dissertation o f the organization and administration of summer public school educational and recreational programs in districts within metropolitan areas of the United States. Much of the information on previous attempts at all-year organization, presented earlier in this chapter, is the result of reference to original sources presented in his bibliography. The chronology of school systems that have used all-year plans, some of the conclusions as to the effectiveness of such organization, and the report of the present status of all-year schools are directly attributable to his study or to reappraisal of reports received through his survey instruments.

"Lewis reported that eighty percent of the school districts in cities of more than 100,000 population assumed responsibility for extended-year educational and recreational services. Approximately one-third of the individual elementary schools and more than one-fifth of the individual secondary schools in metropolitan districts conducted summer playground programs. Summer classroom programs have also increased in frequency during the past half century to the extent that more than one-tenth of all elementary schools and approximately one-third of all secondary schools in mentropolitan districts now conduct summer sessions.

"More than one-half of the metropolitan districts made public school library facilities available during the summer months, one-third provided healthy services, nearly one-fourth provided counselors and other guidance workers for their secondary schools, many provided transportation for special events, and approximately one-half also made school facilities available for civic center use during the summer months.

"Although financial support for the various phases of summer programs came from many different sources, most districts contributed part of all the necessary funds. Various forms of financial cooperation with state, county, and city agencies were developed and the trend is toward more extensive cooperation with community and governmental agencies, planning, financing, use of personnel, and use of facilities.

"Metropolitan public school districts have developed a new form of all-year school. Although the summer phase did not necessarily parallel the regular school year program, the administrative practices in the summer education and recreation programs of more than half the metropolitan public school districts illustrated the fact that education has become a year-round responsibility."[32]

"In 1950 El Paso, Texas; Fort Wayne, Indiana; and Pasadena, California had 12-week summer sessions for their high schools. Twelve-week elementary school summer sessions were conducted in El Paso, Fort Wayne, and Tacoma, Washington."[33] Also in 1950, Houston, Texas did an excellent study of the 12-month school.

It is rather obvious that many large school systems had developed committees to study year-round plans including the following cities: Fairfield, Connecticut; Los Angeles, California; Atlanta, Georgia; San Diego, California; Jacksonville, Florida; Redwood City, California; San Mateo County, California; Sacramento, California; and Dallas, Texas. None of these systems after making a study of this plan has decided to adopt it.

About this same time, the optional summer school plan was put into effect in several other communities: Riverside, California; Denver, Colorado; Newton, Massachusetts; Grand Island, Nebraska; Levittown, New York; and Roanoke, Virginia.

In 1951 San Mateo County, California, in response to public interest, studied the year-round school plan but reported that the educational program on the double session basis would be no more worse than on the four-quarter plan and would be less expensive. The report stated that the plan has serious administrative limitations on the elementary level but has considered possibilities at the high school level, if community support is obtained in advance.

"The 1951 report of the San Mateo County Study Committee for the four-quarter plan was unique in its comparison of the double session and all-year plans. The concept of better plant utilization through limiting attendance of each child to three of the four quarters was the subject of study, and the concept was examined from the points of view of costs and educational results.

"The committee was unable to determine specifically the relative educational advantages of the four-quarter organization over the double session plan. The committee concluded that the four-quarter plan has serious limitations at the elementary level from an administrative standpoint but has considerable possibilities for application at the high school level if enthusiastic support is secured from important segments of the community before the plan is put into operation.

"The final conclusion was that the four-quarter system has many advantages from the educational point of view if it is conceived as an extended opportunity for all pupils to get more schooling during each calendar year. Such opportunity would add to the cost of education and ignores the building shortage aspect which has been primarily responsible for consideration of the plan by California school districts in recent years."[34]

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Typical of these so-called newer school projects was the program adopted in 1951 in Riverside, California. In cooperation with city officials, the Riverside School Board decided to supplement the regular use of school facilities and gymnasiums for a summer recreational program with summer school classes for both remedial and enrichment purposes. This appears to be a Mott extended community concept which is gaining momentum in this country. It was reported that the Riverside, California experiment began with only 65 volunteer pupils, but registration grew in a very short time "Beyond our expectations."

"Opportunity classes" were conducted for gifted children. This group was encouraged to take advanced work in science, the arts, and creative writing. These special study courses have proven to be extremely successful and popular. In addition, school auditoriums and grounds are available for nonprofit community social and cultural activities, including opera, concerts, dramatic productions, and dance. Early evidence of the year-round educational movement which is now among us.

In 1951 Royal Oak, Michigan conducted a year-round school study. Superintendent of Schools Dondineous' report over the four-quarter plan revealed that parents were unwilling to alter traditional patterns of school organization.

Both the Flint, Michigan and the Cincinnati, Ohio studies quote the following: "In 1951 the Royal Oak Board of Education, faced with the problem of mounting enrollments and mounting costs of accomodating the growing membership, polled the parents of school children in order to get their general reaction to a 12-month program. The response indicated that 70 percent of the homes favored the proposal.

"Although 95 percent did not want their own children to go to school during the summer months thereby necessitating a school vacation during the late fall, mid-winter, or early spring. On the basis of these results the proposal was not adopted."[35] While 70 percent of the parents like the idea of a year-round school, 95 percent stated that they would not like their own children attending school in the summer.

Long Beach, California conducted a survey in 1951 to which, according to the literature, 94 of the 107 cities with 100,000 or more population responded. None of the 94 cities operated any schools on the four-quarter plan with one quarter of the pupils on vacation. Only two cities reported that the local board of education was giving serious consideration to changing to the all-year plan as a means of reducing the number of classrooms needed to meet increased enrollment. The responses to the survey also included comments from 66 superintendents, and many of the comments gave the reasons why the superintendent was not promoting the plan in his community. The study reported arguments for and against the all-year plan and the conclusion that children need more and better education to meet today's needs, possibly a ten and one-half or 11-month attendance period, rather than a slightly cheaper education.

In 1953 Mr. D. Johnson Rulless is quoted as stating that: "In considering the question of 12 months of school, one is, of course, immediately confronted with tradition which has, through the years, set the school calendar not on the basis of a sound educational practice, but rather upon the basis of what has happened in the past. . . In our modern concept of the learning process, we conceive education as being a composite of all the learning experiences to which a pupil is subjected. These learning experiences cannot be calendared into any specified period of time. Our traditional way of setting our school calendar with the three months of June, July , and August for a vacation period is not the result of sound educational thinking, but one of expediency carried over from the days when it was necessary that the youth of the family be available for farm work during the season when crops had to be tended. This need has long since passed from the picture in most areas of our country, but we in education still continue to serve the master that demanded this time many years ago.

"There is an increasing awareness on the part of laymen and educators that, if we are to do an adequate job of educating our youth, we are justified in examining the possibilities of a 12-month school year rather than the traditional school year we are at the present following."[36]

At about this same time, Rulless was also quoted as saying, "The educator's awareness that learning experiences defy being 'calendared', and in 1954 Los Angeles conducted an exhaustive study of the four-quarter plan. It was concluded that the year-round school involved too much public opposition, administrative problems, and was too costly."[37]

Dr. Ellis A. Jarvis, Superintendent of Schools of Los Angeles, California writes: "I am sending you herewith a complete copy of the study which was made in the Los Angeles City School District in July, 1954 on the all-year school. At the time this study was made, there was considerable interest in changing to a 12-months school year, but as a result of the study, the idea was abandoned.

"Having had considerable experience with the complexities of setting a calendar for the school year, I am convinced that the 12-months school year can only be established on a large regional or state basis. I say this because of the many interlocking concerns--parents, community groups, institutions of higher education, and the prevailing legal framework for school support."[38]

The Los Angeles City Schools study was begun under Superintendent Alex J. Stoddard. The report was summarized by Superintendent Claude L. Reeves, Dr. Stoddard's successor. "I am convinced that

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the advantages of organizing the school year on a year-round basis are more than offset by the disadvantages."39 It was also believed that such a system would actually result in an educational loss to the children.

The Los Angeles Board of Education did not adopt the plan even though a substantial portion of the school children were at that time on half day sessions. The most serious objections were: social adjustment of the community, the dubious financial savings, and the complexity of curriculum changes necessary.

It is interesting to note that the committee to study year-round schools in Los Angeles contained both school and lay people. The committee after its investigation did not recommend a change to the four-quarter plan, and the Board of Education shelved the idea.

The committee admitted that the plan would relieve the overcrowding in schools filled to capacity and would, therefore, allow more space for special activities. The committee also conceded that the plan might make unnecessary the building of certain schools which otherwise would have to be constructed.

Among other committees who are studying the feasibility of adopting rotating four-quarter plans of operation are Sacramento Unified District and Contra Cost Taxpapers Association. This is the first mention of a feasiblity study for a rotating, or for that matter, year-round schools. This researcher believes that prior to this time the four-quarter plan was merely, in most cases, a summer school quarter system.

With membership mounting, especially at the secondary level, the Royal Oak school administration repeated its poll on October 11, 1954. They sent 2,800 questionnairres to parents of junior and senior high school students. The proposal outline substituted for the present two-semester school year four quarterly terms of 12 weeks each. Pupils would attend three of the four quarters each year, thus permitting the secondary plan to serve 25 percent more youngsters. Terms would begin August 1, November 1, February 1, and May 1. Parents were asked to indicate in which term they would like their children's vacation.

How did Royal Oak respond? Of 1,619 questionnaires returned, 778 contained a flat 'no' to a plan for year-round school program. More than half of those voting 'yes' preferred sending their children to the three-term school year running from August through April. Only 19 respondents favored a school term from May through January for their own children. Their main opposition to school in the summer was the complication of planning family vacations.40

Somewhere between 1952 and 1955 Fairfield, Connecticut thought it could effect economies by adopting the plan, and it eventually decided it because of parental objections and administrative problems involved. Another source claimed in 1955 the Citizens School Study Council of Fairfield, Connecticut studied the all-year plan under which children would be required to attend classes at least 11 months. The plan was considered for economic reasons--the desire to fully utilize the existing school plant and save money on the construction of additional buildings. It was decided, however, that the social and administrative disadvantages of the plan far outweighed the economic advantages, and the plan was rejected.

About this same time a plan to combine double sessions and year-round school had been prepared. Children would attend school four hours a day all year round, teachers would be paid a full year's salary, and the cost of school construction would be saved. This was the first mention of both double sessions along with a year-round school concept, but the citizens in Fairfield, Connecticut did not accept this plan.

In 1955 Flint, Michigan and San Diego, California made rather comprehensive studies of year-round schools. About this same time in Florida, a Bill ordering a state-wide study and permitting any local board to operate under a year-round plan was considered by the 1955 legislature but failed to pass. The Florida State Department of Education decided against the plan in 1956 because it was concluded that actual economies would not be realized and additional problems would be created. However, in 1957 Florida reviewed their earlier decision and conducted an all-year study.[41]

It was during this same time that several cities and smaller communities started experimenting with other types of year-round schools. This caused observations by educators during the late 1950's of the emergence that other types of year-round school studies were starting to come into existence in this country.

In March, 1956 the National Education Association conducted a survey of selected schools currently operating extended school year programs and that same year Clyde L. Ogden wrote an article called "The Four-Quarter Plan - How Practical an Idea." In this article Ogden mentioned: "The fact that every community has attempted the four-quarter plan has later abandoned it, and every community which has thoroughly investigated the plan has rejected it."[42] The author was only repeating a known fact which was not to change until the late 1960's when Fulton County, Georgia started its year-round school program.

One must remember that the four-quarter plan today can mean the rotated 13 weeks quarter, the twelve-four plan, or the twelve one plan. Most four-quarter plans that Ogden is referring to were the fourth summer school session which were called quarters, but usually not of equality in time or credit to be earned by the pupil.

Starting with the race into outerspace with sputnik, grouping in schools, the panic of realization that the United States was obviously behind in the development of science, math, etc., the educational movement toward year-round education also blasted off into high gear in 1957.

That year Atlanta, Georgia conducted an extensive study of the four-quarter plan and came to the conclusion that the plan would cost more to operate than to build new buildings. They found that operation costs, teacher retirement, and new curricular development would not make the plan feasible.

According to one source, Atlanta, Georgia rejected the scheme in 1957 because it was found that the plan would cost more, would be bad for teachers and for pupils, and almost impossible for parents. The vacation and employment habits of the people would be seriously disrupted. In other words, the disadvantages would far outweigh the advantages.

Ten years later, in 1967, Atlanta, Georgia was again studying the year-round school plan and have since developed strong overatures toward the four-quarter school year. An experimental four-quarter plan is in operation and results of this experience will be forecoming within the near future.

In May of 1957 the Governor of Connecticut directed the State Board of Education to develop a series of questions and answers about year-round schools. Their sources appear in the bibliography and can be obtained by writing to Connecticut.

According to the literature reviewed, the following schools during this time period also studied year-round schools: Jacksonville, Florida; Redwood City, California; South Carolina State Department of Education; and Dallas and Houston School Districts, Texas. Reference is also made to a report by Lyle Stewart concerning a year-round school study in Seattle made that same year. Cleveland, Ohio studied the plan during the 1957-58 school year, and in March, 1959 Urbana, Illinois conducted a year-round school study. A functional year-round school plan was not adopted by any of these school districts for various reasons, such as over-all cost, too much public resistance, and too many administrative problems. However, again mention is made of renewed effects during the late 1960's to reschedule the typical school year in Georgia.

It was about this same time that Raymond Wyman suggested combining the features of the short day and long year to "give pupils a good education, teachers a full year's salary, and taxpayers a bargain in school construction."[43] He recommends a four-hour, 225-day session which would permit two shifts of four hours each and provide teachers with an eight-hour work day for 11 months. This becomes a double session to save monies. It is true that double shifting schools would save taxpayers monies if the community were willing to have double sessions in their buildings.

V. R. Cardozier recommended a ten and one-half month or 210-day school year, again as a compromise: "Teachers object to 12 months employment--two weeks with pay is insufficient while three months with pay is too much."44

1958 was a big year. Detroit, Michigan conducted a study of year-round schools, as was a comprehensive report which was developed by the Cincinnati school system.45 The results, according to the Los Angeles study, indicated that the report completed for the Cincinnati Board of Education in 1958 were mixed. "Some savings would be possible in capital outlay, but would need to be evaluated in relation to the facts on the education program. Difficulties foreseen in the areas of class size, curriculum offerings over three or four terms as well as the human factors are difficult to predict. The effects upon and reaction of parents, pupils, and teachers to the quarter plan cannot be determined in advance; only experience will provide the answer."46

There really is no research to determine patterns of reaction from one community to another. Each district must survey their own people and let them make the necessary decisions for or against year-round schools. Again, one must point out that although recently envisioned in some areas as a practical way to meet additional enrollment without new construction, the plan has never gained wide community acceptance.

Many schoolmen usually are in agreement with the American Association of School Administrators' feeling that the nine-month school is "too confining."47 Year-round school plans, varied as they may seem, all represent the single expedient of extending the traditional school calendar into a portion of the summer months. In fact, "the all-year cure-all never flourished as a pronounced departure from the agarian-based school year,"48 because educators are always attempting to compromise tradition."49

It would appear that during this period of time, the emphasis again is toward regular summer school sessions. For instance, many examples of literature on summer schools usually deal with the experience of the writers in their own particular summer program. Apparently, the purpose of these writers is simply to present a description of the summer school and not a real year-round school. The real value of reading these articles lies in encouraging administrators to venture into summer programs and thus become involved in the year-round educational movement.

In 1959 Meridith Parry discarded the idea of dropping non-academic courses to meet present day needs. In its place, he suggested the use of summer school to broaden the curriculum. He contended that the proper use of summer school could add quality, quantity, and opportunity to the educational program. As for the benefits derived from this type of program, Perry stated:

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"There is no pretense that any benefits other than those of the classroom are planned or expected."[50]

In 1958 Nation's Schools reported,"if passed, it might be worth noting that the attitude of many school superintendents are opposed to the extension of the typical school year. Furthermore, it may be stated that the influence of this type of thinking is becoming more positive. In a later 1958 national study of the opinion of school superintendents, 65 percent of those responding were in favor of lengthening the school year, 33 percent favored maintaining the present school year, and two percent had no opinion. They suggested that the number of days added to the school year be increased from two to a 100 days; the largest group, 26 percent, favored an increase of 20 days. Six years later, in 1964, they were asked if they favored an increase of the school year. Sixty-seven percent of the superintendents were not in favor of a year-round school where one-fourth of the pupils were on vacation each quarter and the teachers on a 12-month contract with a two or three week vacation."[51]

About this same time, Dean Clark envisions the 11-month school year as a compromise between the traditional session and the 12-month school concept,[52] and J.E. Stonecipher stated: "The summer program needs to be kept on a relatively simple, easily administered, inexpensive basis. It is easily possible that the time is ripe for a much needed enriched summer educational program and that our constituents will welcome this type of extension."[53]

The summer school, once justified both educationally and economically, apparently lacked direction until the past decade when voluntary summer programming was identified as having promise for the future. The following statement of the American Association of School Administrators is reprsentative of the thinking which prevails in current literature:

"In the voluntary summer program, many of the traditional regulations that tend to restrict the pupils' work during the regular school term would be removed. It would be an opportunity for exploration, for experimentation, for reaching out above and beyond the boundaries of the normal classroom operation. It would add new dimensions of quality to the instructional program.

"More school systems each year seem to be moving in the direction of extending the school program in to the summer months in one form or another. The summer remedial, avocational, recreational, or enrichment type of program answers a great many of the needs of school systems, for it lends itself to maximum flexibility and adaption to local needs and provides for many enrichment activities which cannot reasonably be included in the regular school session. Opportunity is provided, too, for adult planning and participation in the school program and for extended adult educational activities. The additional cost involved, which is the primary drawback of such a program, can be justified on the basis of greater educational opportunity for all people concerned."54

During the late 1950's, J. Lloyd Trump stated: "Improved utilization of school facilities and teachers will mean that schools will operate more hours each day, more days in the week, and more weeks in the year. This extended schedule will require teachers to work a longer day or six days a week. But those who are willing to work longer hours will be able to do so and receive higher salaries. Students will have greater opportunities and more flexibility in their studies because school facilities will be available for more time."55 Also, Roger Freeman mentioned: "By condensing the present 12-year program into ten years, two additional years, apparently for enrichment purposes, could be salvaged. Christmas and Easter vacations would be lengthened while August would become the vacation month for everyone. McGrath has recommended reducing vacations and fitting four years of high school into three years."56

The Hechingers have labeled the nine-month school year as a "relic of the past" and predicted that most schools will cease placing barriers before children who want, for whatever reason, to attend school during the summer.57

During this same period of time, Robert Williams wrote: "The second departure from the traditional two-semester pattern includes those plans which simply extend the normal time limits for the regular session into a portion of the summer months. The plans are varied. Williams has proposed a 200-day calendar in which teachers are employed on a 12-month basis including 200 or more teaching days in the regular session. The remainder of the time would be confined to summer school instruction, evaluation period and workshops as well as a vacation with pay. "Teachers perhaps constitute the only non-self employed group which does not enjoy paid vacations!"58

By the 1960's there was another definite upswing of literature, either promoting some type of rotation or "staggered" vacation plan, or discussion of summer school improvements needed or now being studied. Other year-round school plans are being completed in various sections of the country, and most have been conducted along financial guidelines as basic ways of saving money. All were apparently shelved by the boards of education who read them who may have utilized them to threaten voters into passing millage issues to maintain present programs under the pressure of increased operational costs.

In January, 1960 the Richmond Unified School District in California looked at the year-round school while later during that same year in December, 1960 the National Education Association conducted an extended work year survey for teachers.

Houston, Texas killedthe four-quarter plan in 1960, but later (1967) developed the trimester plan. That same year the Sequoia School District Citizens Advisory Report was published. Its title, "The Four-Quarter Plan and other Methods of School Utilization", in Redwood City, California (mimeographed) was published in 1960. This is an excellent report, as were the Tucson City School District's "Year-Round School: A Report of the Year-Round School Committee" and the Tucson, Arizona, 1960 report (mimeographed).

A plan to inaugurate permissive year-round classes in 1960 in the Montgomery County, Maryland public schools was proposed. The purposes were to provide pupils with better learning opportunities, to pay teachers higher salaries, and to provide a program of in-service education to teachers. Teachers would be allowed to choose ten-month contracts as at present, or 12-month contracts with two extra months' salary. During the two extra months, children would have a chance to spend more time on certain subjects or to take those subjects they do not have time for during the regular term. The extra cost of year-round operation caused no further action on this study.

The school board of Montgomery county, Maryland, outside of Washington, D.C., rejected a four-quarter plan with staggered attendance in 1961, and Ardmore, Oklahoma was reported to have an all-year school to which Dr. James W. Bruce, Superitendent of Schools, wrote: "We do not favor extending the school year to a 12-month session for the reason that our buildings are not constructed for instruction during the summer months. Also, we find it necessary to have this time during the summer for maintenance and renovation of all buildings. There perhaps may be some justification for a limited offering for those who wish to increase their opportunities or for those who are failures."59

With regards to a year-round school in Houston, Texas in 1961 Dr. John W. McFarland, Superintendent of Schools, wrote: "The Houston Independent School District does not operate on a 12-months' school year. The long session consists of two semesters of approximately 90 days each. Our summer program, on a tuition and self-sustaining basis, is growing rapidly. During the summer of 1961, over 25,000 students were enrolled in summer school."60

Also, Warren H. Harris of the Houston Federation of Teachers sent a clipping from the Houston Post, dated September 15,1961, by C.B. Mohle, husband of one of his local AFT members. It is entitled "Nine Months is All a Conscientious Teacher Can Take":

". . . Mr. James O. Holley (Houston Post, September 7) said: 'While many teachers might object to a 12-month work year, they could not really make a good argument for themselves. Almost everybody else has to work 12 months a year.' As principal of an elementary school, I make this comment: I doubt that Mr. Holley is acquainted through personal experience with the terrible drain on a teacher's nervous system. I have spent years in the business world and years in other trying professions, but none compared with the 'giving' required of a teacher. Few professions call for such varied skills as acting parent, counseling, diagnosing individual needs, giving individual and group instruction, while maintaining discipline, acting nurse for minor ills and grading papers after school hours, pupil accounting, book accounting, conferences with parents, hours of professional in-service training after a hard day, and telephone calls at home, often by angrily critical parents. These are only some of a teacher's problems. How many parents would keep their sanity if they had to be cooped up in one room with 35 of their own children for five or six hours a day, five days a week, 11 months each year, even without the extra duties developing as teachers?

"At the end of nine months of this pressure, most conscientious teachers are too nervously exhausted to continue the pace without recuperation. The only ones able to go the year around for very long would be the ones who 'take it easy', and I doubt that parents want to have our school staffed largely with that kind."61

Dr. Emil Heintz, Director of the Summer Program of the Rochester, Minnesota Public Schools, recently wrote a publication dated August 1, 1961, entitled, "Summer Activities and Personnel Assignments." The foreword of this study is *quoted as follows:

"In an effort to improve the status of teachers and to raise their salaries, teachers in 1946 were given the choice of either a ten or an 11 month work year. About 92 percent chose the longer period of service.

"Although the idea of year around employment for teachers seemed an excellent one, the actual administration of it was extremely difficult. The normal routines, so taken for granted during the traditional school year, were absent.

"Theoretically, teachers under the extended contract, might engage in one of five types of summer activities: 1) community recreation, 2) teach summer classes, 3) serve in workshops, 4) attend summer school, and 5) engage in approved travel.

"Recreation involved, proportionately, the largest number of teachers. Within the staff, administration, and Board of Education, concern was felt that the public schools were not using professionally trained people as advantageously as might be possible. And the cost of the recreation program appeared high in terms of the number of children and young people who participated.

"Under the direction of the Community Coordinating Council, which represented originally 96 percent of local organizations, a study was made of the community's public recreation program by Dr. Gerald Fitgerald, Director of Recreation Education of the University of Minnesota. The 'Fitzgerald Report' urged a careful reappraisal of the recreation program.

"The Community Coordinating Council initiated steps looking toward the development of a community recreation program, within the framework of the city government, with its own budget, tax levy, professional leadership, and year around activities. By 1960 an excellent municipal community recreation program was in operation.

"To simplify the administration of the summer program, the position of over-all director was created in the fall of 1957. It was hoped that this leadership and coordination might be obtained.

"That year a committee of teachers, administrators, and the new director, took a close look at the situation. It recommended a new approach with emphases on in-service training and student educational services. A statement of purposes and policies were drawn up and adopted by the Board of Education.

"As to teacher participation in the summer program, the "General Policies and Regulations" had this to say:

'Beginning teachers, without teaching experience, shall not be employed on the summer contracts until one year of local experience, and upon recommendation of their administrators.

'Teachers with three or less years of teaching experience shall not be employed on the summer contracts until after one year of local experience, and upon recommendation of their administrators.

'Teachers with four or more years of teaching experience may be employed on a year-round basis without local experience upon the recommendation of their administrators and the superintendent.'

"During the first ten year period, 92 percent of the staff held 11 month contracts. The figure dropped to 89 percent in 1957-58, 74 percent in 1958-59, 66 pecent in 1959-60, and 56 percent in 1960-61.

"With the decline in the number of teachers with 11 month contracts and the expansion of pupils services, the problem of staffing has become a difficult one. For the 1961 summer session, 20 teachers, with ten month contacts, were hired to help out.

"Teachers are no longer offered the extended contracts automatically. To be eligible, they must not only have the required experience but must have demonstrated a willingness and capacity to give the extra service required in the summer program.

"It is hoped that this approach will give the 11 month contract truly professional status and make the activities of teachers during the extended school term defensible before the taxpayers of the community."[62]

About this same time, Dekalb and Fulton Company, Georgia began to study the staggered four-quarter plan of attendance.

A national poll was conducted in 1961. When a study of the attitudes of parents toward increasing the school year was conducted, a heavy majority was opposed. For elementary pupils, 70 percent were in opposition to a longer school year, 26 percent in favor, and four percent had no opinion. For secondary pupils, 64 percent were against a longer school year, 31 percent in favor, and five percent had no opinion.[63]

According to an article written by Gloria Cammarota in 1961: "The most prevalent school organizational pattern in the United States is still that of the nine-month school year. As reported in a recent study by the Association for Supervision and Curriculum Development: "The organizational pattern for the present day school must be reconsidered and revised in keeping with the needs of today's world."[64]

In 1962 Fairfield, Connecticut reported that a $5,000,000 building program would cost $368,750 a year which included interest, amorization of the loan, and maintenance of the buildings. They estimated the cost of operating the same schools on the four-quarter plan at $81,900 a year; a net savings of $268,850.[65]

In January, 1962 the National Education Association published the "All Year School" and during the same time period, Tucson, Arizona studied the five-term plan of all-year operation. In June, 1962 Grace Wright wrote the "All Year School" (from the United States Department of Health, Education, and Welfare) and in August, 1962 reports of all-year school were received from Livonia and Rochester, Michigan.

In the fall of 1962 the laboratory school of the Florida State University at Tallahassee, began a pilot study of a "trimester plan". The school year of 225 days was divided into 75-day "trimesters", and the school day was lengthened slightly. Students at all school levels, primary through senior high, participated in the experiment. The school had a non-graded plan of organization, with a non-graded curriculum. This plan was dropped in 1967.

Also, in 1962 as quoted from the Michigan State University study: "The Educational Research Service[66] survey 247 randomly selected schools for the purpose of studying summer school programs. It was found that many programs for many years are in the process of revision and expansion. One-fifth of the schools studied did not have a program prior to 1958. Schools were asked to indicate what types of opportunities were provided students for make-up work, remediation, acceleration, and enrichment.

"It was found that elementary pupils could take remedial work in 68 percent of the systems, enrichment in 56 percent, and make-up in 40 percent. Opportunities for junior high students showed 56 percent in the areas of make-up and remedial work, and 60 percent reported enrichment offerings. At the senior high level, 90 percent of the systems listed make-up opportunities, 85 percent listed enrichment, and 75 percent listed remedial work. It was reported that acceleration opportunities were negligible at elementary and junior high levels, but, 'A significantly larger number permitted senior high students to take summer courses to hasten their progress toward graduation.'"[67]

"The greater majority of the systems operated summer schools for elementary through senior high students. Evidence further pointed out that the more popular length of the summer school term was from six to eight weeks for all grade levels. Length of the school day[68] for elementary students was from three to four hours for most schools reporting. Half of the junior high schools reported stating their day was four hours long, while one-third reported longer days. At the senior high level, 55 percent of the reporting schools reported four hour days, while 32 percent had a longer day.

"Some question regarding what administrators mean by labeling opportunities as "enrichment" was pointed out in this study.

"'Many of these newer summer offerings are labeled "enrichment": The Educator's Encyclopedia defines this term as 'expansion of the educational program at the same instructional level by the provision of wider learning experiences than would be required to fulfill the basic program.' As interpreted by the respondents to this survey, however, the term apparently is applied more broadly.

"It is true that in most schools, enrichment activities are not offered for credit. They are opportunities for youngsters who want and need a challenge beyond what they receive in ordinary academic courses to develop their skills and compentencies. A few schools, however, list as 'enrichment' their credit courses giving advanced work in such areas as science and math. Some seem to consider as enrichment their recreation program which includes such activities as games and swimming."[69]

"Other trends[70] pointed to by this study include the following: (1) School administrators perceive their summer programs as extensions of the regular school year, (2) Students are allowed to take required subjects in summer school so that electives could be taken during the rest of the year, (3) Subjects heretofore considered rare are becoming more common. These subjects indude '. . . honors courses for gifted students, drafting, rapid reading, study skills, and classes designed to help the college-bound students develop study and reading habits geared to college requirements.'[71] Non-conventional curriculum languages such as Chinese and Russian, television classes, experimental teaching techniques, and counseling-guidance are now, or are fast becoming, part of the summer school program."[72]

Detroit, Michigan conducted another study in 1963 and in New York State the same year, the New York State Legislature passed a bill which required the New York State Education Department to set up demonstration programs. Experiments were to be conducted in order to ascertain the educational and social impacts which would result when the present 13-year cycle, schooling program was changed to a 12 or even to an 11-year cycle. The regular school year and the regular school day were to be lengthened, and the students would be able to complete their in-school education in a shorter time and to graduate at a younger age.

May, 1963 found Columbus, Ohio looking at the all-year school and about this same time the Canton Local Board of Education, Canton, Ohio mimeographed their "Project Quality" in the fall of 1963. Experimentation with a variation of the trimester plan was initiated in Nova High School in Fort Lauderdale, Florida beginning with the opening of the school in September, 1963.

The students in Nova High School had been selected because they had indicated they were willing to work hard, and because their parents had indicated they were willing to support Nova's innovation program.

The trimester plan in Nova High School had a 220-day school year, September through July. The implementation of a non-graded program at the same time permitted the students to progress at their own individual rates through a series of gradually rising achievement levels in each area of subject matter. A beginning tenth grader could complete his secondary education in two and one-third years.

In 1965 Nova's trimester arrangement was discontinued for several reasons. They were: a) strain on students and teachers which had developed due to lack of extended vacations from Easter to the end of July, b) the students' psychological "letdown" which was brought about because they were in school for about seven weeks

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after the students in the surrounding schools were released for the summer, c) the pressure which was exerted by some of the parents to have their students released early for family vacations in July, and d) the problems which were concerned with the budget and with the certification of the teachers.

Following the completion of the three-year study, the trimester plan was discontinued. An interesting footnote to this experiment may be found in a report by Ralph L. Witherspoon of Florida State University on the effects of trimester operation on children in kindergarten through third grade. After commenting on the fact that children in the extended school year program seemed to have slightly lower achievement and a great number of behaviour problems than children who attended school only during the traditional time, Mr. Witherspoon wrote:

> "The evidence of this research tends to bear out the opinions expressed in the literature that, at least for young children, the extended school year does not produce adequate improvement in achievement and adjustment status to justify the added expenditure and effort. In fact, many negative effects were found indicating that there may be an optium time period of instruction beyond which undesirable effects result."[73]

In 1963 a summer program in Glencoe, Illinois was designed to be a "custom-made, in-service program to promote growth in teacher competence and to give children opportunities for specially designed activities that provide enrichment and special help."

Teachers under this plan were contracted for 12 months; 11 months of work and one month vacation with pay. New teachers are expected to spend one summer in four at school; the other three can be spent in advanced study, travel, or other activities.[74]

In 1964 a national survey by the staff of Nation's Schools of a four percent proportional sampling of 16,000 school administrators in 50 states concerning the rotating four-quarter plan. Results: Two or three administrators responded negatively. The reason most often given was that teachers needed an extended vacation.[75]

February, 1964 brought feasibility studies from Grosse Pointe, Michigan; March, 1964 from Royal Oak, Michigan, and May, 1964 from Jefferson County, Colorado.

In 1964 a continuous progress extended school year was initiated in the Grace L. Hubbs Elementary School in Commack, New York. More than 200 pupils in grades one through four attended school for 210 days each year, beginning in August and ending in July. After three years of the experiment, it was concluded that students can learn proportionately more in a lengthened school year than comparable students who have not been in such a program. Comparison of scores on standardized tests achieved by the extended year group attained higher achievement levels than the other group on all tests. Student attendance was slightly higher during the summer period than during the regular school year, and parental reaction to the program was good. (In response to a questionnaire, 88 percent of the parents indicated they would re-enroll their children in a similar program).[76]

Perry Bendicksen reported in his article, "Extended School Year?" (Instructor, November, 1965) that the attendance during the summer of the first year of the project, averaged 95 percent; while the attendance during the regular school year, averaged 92 percent. The higher attendance average of the summer session was maintained throughout the three-year experimental period.

Between 1964 and 1967 a modification of the quadrimester plan designed by the New York State Education Department was piloted in the elementary section of the Cato-Meridian Central School. A lengthened school year (200 days) was combined with a longer school day to provide the equivalent of a 220-day year. The school day was increased by anywhere from ten to 70 minutes at the various grade levels; the average increase of 49 minutes, combined with the 15 day extension of the school year, was designed to permit pupils to finish a year's work in three quadrimesters. The fourth quadrimester could then be spent on work from the next level, and--in theory,--students would be enabled to save a year's schooling over a seven year period. Results of the experiment are somewhat inconclusive. The report on the experiment noted that there was resistance to the plan on the part of parents, teachers, and students alike. This may have been due at least partly to the fact that the elementary grades at Cato-Meridan are housed in the same building as the upper grades. The lack of a common school calendar and shared vacations led to confusion and conflicts. The following observations were also made in the report:

"Academic gains are not large enough to support the thesis that the lengthening of an elementary school day improve student achievement. There was no evidence that extra time provided was earmarked for a specific purpose; the assumption has been made that much of it was wasted. . . Students in the experimental program made academic gains, but statistical analysis failed to reveal sufficient gains to uphold the hypothesis that the Cato-Meridian Extended School Year Plan could ultimately reduce school costs (by a reduction in student enrollment via acceleration). . . The most significant gains were made in the lowest ability (IQ) groups. This supports the findings in other extended school year programs that slow learners or disadvantaged children benefit educationally when placed in a well-structured extended school year program."[77]

It was concluded by the reporters of the experiment that the academic gains were not large enough to support the thesis that the lengthening of the school year increases the achievements of the involved students. And a statistical analysis revealed data which failed to support the hypothesis that the Cato-Meridian Extended School Year Plan could ultimately reduce the school costs.

"Failure to preserve a uniform school calendar between September and June for elementary and secondary schools led to pupil, parent, and teacher resistance. For example, lack of a common Easter vacation created a problem because pupils and teachers working in the same school building did not enjoy a common vacation during the regular school year."[78]

It was in 1964 that Schoenfeld and Schmitz wrote the first and only book published about year-round education and in Hornell, New York that same year an experimental, extended school year plan was carried out through the use of a modified summer school program for junior and senior high school students. The summer school program lasted seven weeks. Each course was given for credit and the classes of the courses met for four hours daily. This program was separated completely from Hornell's summer school program which already existed, and in which remedial and make-up work were offered.

It was reported that the average achievement of the students who participated in the experimental, summer session program was equal to, and in some instances, greater than that of comparable students who were taking similar courses during the regular fall and spring terms.

The data on the achievement of the participating students led to the conclusion that students can complete first-time-taken, full year academic courses in less time than that which is provided during the 180-day school year.

The reaction of the parents to Hornell's experimental program was favorable. In addition, analyses revealed that the cost of the full year courses, which were offered during the summer, was less than that of the courses which were offered during the regular school year and that the costs of maintenance were not greatly increased by the experimental program.

It was stated: "Students who attended classes in air-conditioned classrooms did not show significant differences in their achievement or growth patterns over those students who worked through a summer in non-airconditioned classrooms."[79]

The use of summer school to help dropouts is quoted from an article by Ralph Hickman. He states that an "elaboration of the uses of counseling for specific student problems for intensive counseling and development of skills. Hickman reports that when these students are properly motivated and given an opportunity to study in small classes, there can be significant student achievement.

By 1965 experimental summer schools following the New York Modified Summer School Plan were established at Syosset and Hornell, New York and at the School of Human Resources, a New York school for physically handicapped children. Students who took courses in these summer schools were compared with matched groups of students who took the same courses during the regular school year. The achievement of the summer students (as measured by teachers' grades, standardized tests, and scores on Regents' Examinations) was equal to or higher than that of the students who took the courses during the fall or spring. There were no apparent problems with health or attendance, and parental reaction to the summer program was favorable. Furthermore, cost analyses showed that courses offered during the summer session cost less than similar courses during the regular school year.[81]

Late in 1965 Atlanta, Georgia was taking another look at the year-round school and during that same year, a survey of parents concerning the rotating four-quarter plan was administered by the California Elementary School Administrators Association. Results: 76 percent responded negatively. The reason most often given was that winter was no time for a child's vacation.[82]

In 1966 the state of California conducted a study of year-round operations of their state colleges, and Carl Petterson wrote a thesis on the extended school year in the state of Utah completed in 1966.

In July, 1966 a report of "Nebraska's Support of It's Public Schools and The Year-Round School" was written by Glen Shafter, and during the same period of time, Harper Creek and L'Anse Cruse, Michigan, along with Polk County, Florida, and Rockford, Illinois, all studied the feasibility of going to the year-round school.

In American School and Society, February, 1966, it was reported that California's State Department of Education had persuaded Del Campo High School, near Sacramento, to shift to a four-quarter calendar. The calendar was to include a 59-day quarter in the fall, followed by two 58-day quarters (winter and spring) and by a 54-day quarter in the summer. There was to be a recess of one week between the spring-time and summer-time quarters, and a vacation period of three weeks between the end of the quarter and in the summer and the beginning of the quarter in the fall.

Most of the students were to be in school for three quarters and out for one, on a staggered basis. Some of the students were to be permitted to attend school during all four quarters.

The experimental project was to have been conducted at Del Campo High School by the San Juan School Board. It was backed by California's State Legislature which had voted to give the Board $145,000 to conduct the experimental program.

The first summer quarter was scheduled tobegin in May, 1966 but the beginning was postponed for a year. A lack of interest among the students was cited by the School Board as the reason for calling for the delay. In the fall of 1966 the Board decided to abandon the project. The/Board gave as the reasons for the abandonment: insufficient funds, a lack of student interest, and poor parental support.

An economic analysis of the quarter calendar was completed in 1966 by the Business Department of the University of Toledo.[83] While surveying the economic advantages of the year-round use of schools as well as pointing out the social necessity of thinking in terms of all-year schools, its recommendations fall short in two respects. The quarter calendars proposed, while having merit, did not have in them the number of days required by Ohio law, unless days for school are utilized that have not been used before, such as Saturdays, days between Christmas and New Year's Day, along with others. The rotation that is recommended has in it short vacation periods with a longer vacation period of almost seven months every two years.

In 1966 a feasibility study which included the feasibility of the rotating four-quarter plan was conducted by the Florida Educational Research and Development Council. The Council concluded that the rotating four-quarter plan would result in a 25.21 percent increase in the net expenditures.[84]

That same year a random sample survey of Polk County, Florida teachers, parents, and pupils concerning their choice of seven plans for rescheduling the school year. Results: The highest percentage of persons in all three categories favored the present 180-day school year program plus summer session, voluntary for some students, mandatory for students who had failed. (Teachers 60.9 percent, parents 47.1 percent, and students 36.7 percent).

The choice was present program plus voluntary summer session. (Teachers 16.2 percent, parents 20.1 percent, and pupils 18.4 percent).[85]

By 1966 a recent publication is worthy of note. The state of New York, Department of Education, conducted a study of new plans for rescheduling the school year.[86] This report advanced new types of schedules for an extended school year. Students aretracked to complete a certain number of years of school in somewhat less time by attending a longer amount of time each year. The whole school year is lengthened and then those accelerating would take a longer number of days in the year and go into next year's work. Major advantages listed are: 1) economies due to a reduction of the total enrollment caused by acceleration, 2) fuller utilization of existing facilities, 3) the philosophy of acceleration is based upon the fact that the majority of public school graduates do receive further education, and 4) the gap between teacher supply and demand is decreased with few non-degreed teachers employed. The economy based on lower enrollments which are in turn based on large scale acceleration is somewhat dubious. Acceleration is possible and desirable, but it has not yet been determined on what scale. This would be offset somewhat by those who would be asked to do some work over again. This program is being piloted into several schools in the state of New York. Evaluation will be forthcoming.

Another publication is by George I. Thomas, "Setting the Stage for the Lengthened School Year." This is to become the Bible of the lengthened school year by many year-round school educators and contains much of the present pilot experiments that are now available in the country.

In 1967 a survey of public and private high school principals concerning new approaches to facilitate articulation of high school and college students. Results: 25 percent favored individualized student programs, 27 favored total rescheduling (e.g., trimester), and 29 favored summer program which would enable pupil acceleration.[87]

In 1967 a Gallup poll of parents' opinions on the school years. Results: 68 percent considered reduction of summer vacation time a poor idea.[88]

In 1967 Fraser, in April, Warren in November, Detroit, Michigan in December and Houston, Texas all studied the possibilities of extending the school year.

The following schools in 1968 studied the all-year school:

January, 1968	Traverse City, Michigan
February, 1968	Rochester, Michigan
February, 1968	Durand, Michigan
February, 1968	Cook County, Illinois
February, 1968	Dr. Kehoe published the four-quarter plan of year-round operation, University of Michigan.
March, 1968	Avondale, Michigan
March, 1968	Bloomfield Hills, Michigan
March, 1968	Michigan State University (For Utica)
April, 1968	Edwardsburg, Michigan
April, 1968	State of Delaware conducted a feasibility study for a rescheduled school year in Delaware.

May, 1968	Findlay, Ohio
June, 1968	Plymouth, Michigan
August, 1968	Cincinnati, Ohio
August, 1968	Seattle, Washington
August, 1968	Extended School Year Seminar, Louisville, Kentucky
November, 1968	Rockford, Michigan
December, 1968	Sault Sainte Marie Area Public Schools, Michigan
December, 1968	Governor's Study Commission on the Public School System in North Carolina (Contained a part on year-round schools)
1968	Anaheim, California

As of September, 1968 a trimester plan is being piloted at San Jacinto High School in Houston, Texas. The school year consists of three unequal terms, two 18-week terms from September to May, and 12-week summer term during which a student can earn two and one half credits toward graduation. Each student attends any two of the three terms in each academic year (September through August). A student may elect to attend all three trimesters; if he does so, however, he must pay tuition for the time exceeding the 175 days of tuition-free schooling provided by the state.[89]

A 220-day quadrimester program is currently in operation at Park Elementary School in Hayward, California. Children attend classes for four ten-week quarters, with a three-week vacation after each quarter. The plan is being tried on an experimental basis and is financed by a Title III, ESEA grant.

Detailed information about the experiment, which was begun in the fall of 1968 and will last for at least two years, is incomplete.[90]

In Metropolitan Atlanta, Georgia a modified four-quarter plan was initiated in September, 1968. The school year is divided into four quarters of approximiately equal length (the summer quarter is somewhat shorter, but summer class periods have been lengthened). During the first year, all students are required to attend the first three quarters. The fourth quarter will be optional, and students who attend it may then choose which two of the next three quarters they wish to attend. Students may also accelerate by attending all four quarters. The curriculum has been revised so that all subject areas are organized into independent quarter courses, and the primary objective of the program is improvement of educational opportunity rather than economy.[91]

In 1968 a opinion survey of a nationwide sample of public school classroom teachers concerning the length of school day and school year. Teachers were asked to indicate present school day and year length and what they felt the length of the school day and year should be. Results: The typical pattern across the nation was 180 days and teachers seem to prefer this arrangement. Of the elementary teachers, 10.1 percent indicated their present school year should be more than 186 days. However, 18.7 percent indicated the school year should be more than 186 days. Two and one tenth percent indicated the year length was 200 or more days; 14 percent indicated it should be that length.

Of the secondary teachers, 11.8 percent indicated their present school year was more than 186 days; however, 24.3 percent indicated the school year should be more than 186 days. Only 2.8 percent of the secondary teachers indicated the length of their school year was 200 or more days; however, 17.5 percent indicated the school year should be this long.[92]

In 1969 the following school districts have or are in the process of conducting year-round school studies:

January, 1969	Rockville, Maryland
March, 1969	Ann Arbor, Michigan
March, 1969	Freeland, Michigan
March, 1969	Northville, Michigan
March, 1969	Port Huron, Michigan
March, 1969	Waterford Township, Michigan
March, 1969	East Lansing, Michigan
March, 1969	Fayettevile, Arkansas (Mt. Dequoia National Seminar on Year-Round Education)
March, 1969	Roseville, Michigan
April, 1969	Valley View 45-15 Plan, Lockport, Illinois (To be started in the fall of 1970)
May, 1969	Omaha, Nebraska Superintendent Calendar Committee Report
May, 1969	Hartford, Connecticut
May, 1969	Tallahassee, Florida Extended School Year Conference
June, 1969	Muskegon, Michigan
June, 1969	Portage, Michigan Extended School Report to Board of Education
July, 1969	Pennsylvania Department of Public Instruction
July, 1969	Oil City, Pennsylvania
July, 1969	Report on Year-Round School, National Education Association Task Force on Urban Education
August, 1969	Lawrence, Kansas
October, 1969	A model of a trimester plan for the Freeland, Michigan schools by Dr. Kehoe, University of Michigan
1969	Signs of the Times, Jefferson County, Kentucky

1969	Rochester, Michigan (Summer Activities)
1969	Two county cooperative study of the all-year school, Southwestern Ohio Educational Research Council
1969	Year-round schools operation at the John Dewey High School, Brooklyn, New York.

Literature reveals that "Hansdale" and Syosset in New York State studied the feasibility of year-round school. Conclusions are incomplete and results are forthcoming in the near future. Hansdale dropped the idea, and Syosset will evaluate the program late in 1970.

In 1969 final phases were complete and with the help of $60,941 of ESEA, Title III Federal money, the Valley View School District in Lockport, Illinois intends to initiate a staggered attendance plan in June, 1970. The plan, designated the Valley View 45-15 Plan, divides the student enrollment into four groups. The first group will begin classes on June 30. The second group will begin 15 days later, the third group 15 days after the second, and so on. Each group will attend classes for 45 days and then have a 15-day vacation. Four such cycles per calendar year will give each student 180 days. At any one time, only three of the four groups will be in school, with the fourth group on vacation. Legislation to enable this experiment is currently being considered.

In 1969 an opinion poll by the staff of Nation's Schools of a four percent proportional sampling of 16,000 school administrators in 50 states concerning the need for an extended school year. Results: 32 percent responded affirmatively, 20 percent responded negatively, and 48 percent saw the extended school year as a future possibility. (The two plans most frequently suggested were the rotating four-quarter plan and the extended school year to 210 or more days.)[93]

In 1970 the Utica, Michigan Community Schools conducted a year-round feasibility study. While all studies have merit and perhaps ideas that could prove fruitful for the development of the year-round school, it is only fair to point out that previous studies are unique to the community which instigated them, and that each community must make its own decision with regards to year-round schools.

By using the information from previous studies and developing our own ideas, we can direct them to possible use in our school system should our professional staff decide to move in a direction that would be of some significance for the future year-round use of the Utica Community Schools.

Trends in the Year-Round School

There is a decided trend in the extension of the regular school year toward a year-round educational movement in this country.

Evidence for this year-round school movement includes drivers education, adult education, enrichment classes for elementary, secondary and regular citizens within the school community, summer recreation programs, teen clubs, senior citizens activities, and other school related events which take place beyond the normal school day.

In a district such as the Utica Community Schools, the total community school concept is utilized so that all of our facilities are available for citizens groups and activities. To make the statement regarding the year-round educational movement, in this district, means utilizing school resources for citizens involvement within our community area.

The question of extending the present school year is one in which the Utica educational community, the Citizens Advisory Committee and the local Board of Education have to make upon the completion of a feasibility study for year-round schools.

Although the four-quarter plan has been initiated by some communities from time to time, and many studies of its possibilities have been made, it has never been successful.

At the present time the Atlanta, Georgia and Fulton County, Georgia schools are utilizing a four-quarter plan of operation. Generally, these educators have created a fourth quarter, which is equal in length and quality as the other three quarters. The students attend the regular three quarters and may choose to attend the fourth quarter if they so desire. Later on, the theory is that the pupil will not attend (his own choice) a succeeding quarter of school.

In time, when 75 percent of the pupils decide to attend the summer quarter on their own, the Georgia schools will have a complete year-round school operation. One educational point to make here is that the Georgia district did not force their boys and girls to attend on a year-round basis, instead it was made on a free choice approach.

Educators become confused between the extended school year concept and the year-round educational movement. The extended school year generally seeks to extend the present school calendar in regards to the actual classroom teaching-learning situation. The year-round educational movement generally means that the teaching-learning situation takes place beyond the formal confides of the classroom either in a traditional program or one where the present school calendar has been extended with the use of additional days or sequences.

Additional evidences of the year-round educational movement are:

1. The knowledge explosion which has taken place during the past 25 years which has made virtually every curriculum in the nation obsolete.
2. Long vacation periods do far more harm than good to a child's learning process. A series of short vacations interspursed throughout the school year is documentably superior to a single long vacation period.
3. The combination of the above two facts make an expansion of the traditional school year an urgent necessity.
4. The ideal extended school year (ESY) plan features at least a 40 week program for children with instruction and school organization based upon continuous progress.
5. Four quarter plans and trimester plans appear to be a necessary transition from the traditionally locked in school program to the continuous progress model.
6. ESY plans should be instituted throughout a school system, but where space pressures are especially acute, it is usually wise to institute such plans at levels where space pressures are the greatest.
7. Under an effectively operating ESY plan, the average age of graduating seniors will be roughly 17.3 years--the average age is now 18.3. The average graduating 17-year-old from a well designed ESY program will have made far greater learning progress than is exhibited by the average 18-year-old who is graduating from today's non-ESY plan schools.
8. The ESY program will be dominant in American schools within ten years--by 1980 at the latest.
9. In an effective ESY program, the issue is not how to make greater time and space available to teachers and children; the issue is what will teachers and children make of the added time and space.
10. The aim of an effective ESY program is not to save money. This can readily be done now at virtually every school system in the nation through more effective staff and space utilization within the framework of the traditional school year. An effective ESY program will make more effective use of school funds, but its prime mission is to optimize learning progress--and learning progress cannot be optional under a 36-week calendar which is locked into a two semester plan.

11. To be supported by communities over a substantial period of time (five years or more), ESY plans which feature compulsory vacation periods and compulsory enrollment dates must be rigidly avoided. Every child must be assured a minimal educational experience of at least 180 days with options to attend school up to 235 days.

12. The pattern of vacations of American families is definitely in transition. Many families now desire to take their extended vacations during times other than the summer months, but our present school calendar is an obstacle to the facilitation of this trend. The trend for vacation opportunities which are staggered throughout a calendar year is highly desired by employers generally to more effectively stabilize their work forces in all seasons. Also, it is to be borne in mind that most visable ESY plans feature a closing of the schools during at least one summer month (either July or August)--for purposes of school repair, administrative vacations, etc.--hense summer vacations will exist.

13. Hard research data documents the superiority of an extended school year over the traditional school year from the perspective of 1) learning progress, 2) children's mental health, 3) space/staff utilization, and 4) dropout reduction.

14. The really key people who determine the success or failure of an ESY program are school principals. Consequently, this group must be intensively involved in the ESY planning process." (From a recap of notes from Ivan Bare taken from a presentation at the Lansing Civic Center, Extending the School Year Conference, where Dr. George I. Thomas spoke in the spring of 1968.)

In today's urban industrialized economy with 93 percent of employment in non-farm occupations, it stands little wonder that the American educational system is taking a hard look at the year-round education movement. A great and increased need for high quality technical education above and beyond the simple three "R's" which used to suffice appears to be necessary as we approach the 21st century.

Both the length of the school day and the school year appear to be changing. The average school plant today is operating longer, involving more classes and touching more people within our communities than once dreamed possible.

If schools are centers of learning within our total community, then learning at those schools must be permitted as an integral part of the year-round educational movement, all year round. It remains with the building administrators asto how the buildings will be utilized within this new framework. One final premise to be considered is that the pepple will determine how, when and where the continuous teaching-learning situation shall take place. Priorities in real life-like situations will determine the ultimate direction this school district shall take during the latter one-third of this century.

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APPENDIX D.

THE EXTENDED SCHOOL YEAR:

A LOOK AT DIFFERENT SCHOOL CALENDARS, AS PROPOSED BY VARIOUS SCHOOL DISTRICTS IN AMERICA

JULY, 1970

FILMED FROM BEST AVAILABLE COPY

SAMPLES OF EXTENDED SCHOOL YEAR/YEAR-ROUND SCHOOL CALENDARS FOUND THROUGH REVIEW OF LITERATURE FOR

YEAR-ROUND SCHOOLS IN AMERICA

1. Becky-David Elementary School

This county school in St. Charles County, Missouri developed a new year-round concept in year-round education.

At Becky-David the students are divided into four groups according to area. Similarity with most provious plans ends at that point. The geographical area served by Becky-David is divided into four parts designated as Cycles A, B, C and D.

Each of these four areas contains from 400 to 425 elementary school children. At any given time, three of the four cycles are in school. The uniqueness of the plan is that students basically attend school for nine weeks, then have a three-week vacation.

This procedure repeated four times will be a 36-week school year for any given group. Since the legal school year must fall between July 1 and the following June 30, one nine-week period had to be broken up into a three and a six-week period for Cycles C and D.

For the most part, the school's operation has continued as usual. There have been, however, three areas in which changes in operation have taken place: teachers' work schedules, busing and student room assignments.

Under the new schedule, teachers were given the option of being employed for 12 months, nine months, or on the nine-week, three-week schedule. Most of the teachers chose to work on the nine-week, three-week schedule and, therefore, stay with the same groups of children throughout the year. Fifth and sixth year teachers are employed on a nine or 12 month basis. Each nine weeks they will have a different group of students. Teachers contracted on a full year basis are required to have a three-week vacation during the[1] year in addition to Christmas vacation and other vacation days.

2. Combination of the "Double Session" Plan with the Longer School Year

An interesting modification of the double-session plan has been suggested by Raymond Wyman in an article in the American School Board Journal, July, 1957.

The chief objection to double sessions is that children do not receive the same amount of instructional time as in the regular session. Wyman's plan provides for the same amount of instructional time for schools on the double session by simply extending the school year from 180 days to 225 days (180 days with five class-hours equal 900 hours of instruction). According to this system, pupils would have to substitute home study for school study hours. Certain activities such as physical education, music ensembles, and dramatics could be scheduled after the morning session and before the afternoon session. It may be possible to schedule rehearsals of orchestra, band, and chorus groups so that students from both morning and afternoon sessions could attend.

The teacher's day would be an eight-hour day consisting of four teaching hours and four office hours for conferences, correcting and checking work, preparing lessons, and professional improvement. During office hours, teachers, would have more time for conferences with pupils and parents. The pupil's day would not be so crowded with activities as at present. Older students would have time for part-time employment. The biggest drawback is that generally teachers do not have adequate office space to work. However, school districts which are compelled to adopt the "double session" plan would do well to give careful consideration to Wyman's modified plan.

3. Continuous Four-Quarter Plan

This plan of four quarters of continuous study makes possible graduation from elementary school and from secondary school one year earlier. The plan could operate at either level but if you utilized it in an elementary school, your student would feed into a traditional secondary school. According to school leaders it would be more feasible to develop the secondary program first and let the pupils move on into the world of work or advanced schooling and be removed from the local public school system.

"Under this plan, the school year would be divided into four quarters of 11 weeks each, and all students would be expected to attend all four quarters. This would keep the students in school for 44 weeks each year with a two-week Christmas vacation and six-week summer vacation. Thus, an elementary child would attend school 1100 days during five years comparing with 1080 days he attends now during six years. This would mean that the six grades could be completed in five years, which would result in a saving of approximately 16 percent in the elementary building space required. The operational cost would be approximately the same because teachers and other service personnel would have to be on duty 11 months each year.

"In a similar way, secondary students could complete the junior and senior high school programs in five years instead of six. This would also result in a saving of approximately 16 to 20 percent in school building cost and operation expense on an extended approach, say ten to 13 years." I suppose that the accelerated approach would realize savings because such a plan could reduce the calendar years required to complete the public

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program from 12 years to ten. This would result in students entering college or the labor market two years earlier than at present. However, to offset this early graduation, it would be possible to change the age of entering school from six years to seven, in which case the students would graduate from secondary school only one year younger than at present. "Should such a plan be adopted, it would be five years before any savings in building costs would be realized."[2]

In another plan for the continuous four-quarter or quadrimester plan, the school year is divided into four equal segments ranging from 51 to 66 days in length which, when combined, equal a 204 to 220-day school year. The ideal calendar would give students and teachers a week's recess at the end of the first, second, and third quarters. This program differs from the staggered four-quarter plan in that students are required to either attend all four quarters or that attendance is encouraged during the fourth quarter.

The continuous four-quarter plan has economy as its objective. Proponents of this plan argue that above-average pupils could easily accelerate under this plan, and that pupils who failed could repeat the quarter they had failed without falling behind their grade groups. Gifted pupils could complete 12 years of schooling in nine years, while less gifted pupils, and even those who had failed, could complete their elementary-secondary education in the traditional 12-year period. Under the voluntary arrangement, pupils who wish to attend school year-round might do so, while those who strongly object to attending school through-out the year can attend the traditional nine-month term.

Regardless of which approach the school district utilizes, a plan which best meets the needs of the local district should be incorporated.

It is only fair to point out that if a student completes a course at the end of the second or third quarter, the school must be prepared to offer new courses which meet his educational needs. Students who work slowly may receive more instructional time through taking courses which have been broken up into shorter learning units to allow progress at a slower pace. On the table below is a sample calendar for a continuous four-quarter plan:

TABLE II

A SAMPLE CALENDAR FOR A CONTINUOUS FOUR-QUARTER PLAN[3]

QUARTER I

September 4	School open for students	19
October 6	No school - teachers conference	22
November 11	No school - Veterans Day	
November 19	Last day in Quarter I	12
	Number of days in Quarter I	53

QUARTER II

November 20	First day of Quarter II	6
November 27-28	No School - Thanksgiving Recess	17
December 24	Christmas Recess	
January 4		
January 5	School reopens after Christmas	20
February 11	Last day in Quarter II	8
	Number of days in Quarter II	51

QUARTER III

February 12	First day of Quarter III	12
March		20
April 10	No school - Good Friday	
April 27	Last day in Quarter III	20
April 28 - May 6	No school - Spring Recess	
	Number of days in Quarter III	54

QUARTER IV

May 7	First day of Quarter IV	17
June		22
July 2-3	No school - Independence Recess	
July 22	Last day of Quarter IV	14
	Number of days in Quarter IV	53
	Total number of school days	211

4. Continuous Progress, Continuous Study, 210 to 260-Day School (See No. 5)

The primary purpose here is not to reduce school expenditures but to increase the quality of education and to provide a better return from the funds now being spent. The plan provides pupils an additional year of enriching study in the elementary school, with graduation one year earlier in secondary school. There would be time in elementary school to obtain a better grounding in basic subjects and also time to study languages, music, and art. Pupils would be better prepared for secondary school, and the quality of high school work should be improved. Thus, pupils can gain an additional year of schooling and still graduate a year earlier. Enrollment could be reduced after a period of time making possible some minor cost reductions.

Generally, this plan could require all students to attend school in a study program from 210 to 216 days in learning levels designed to allow continuous progress through the curriculum. A learning level refers to the scope of work that is covered in a year. Hence, the term learning level could replace grade in describing the pattern of a year-round school. Using flexible school policies, schedules, and procedures, the seven-year elementary curriculum would be taught in six levels. (See New York Plan.) The continuous study 210-day plan becomes an extended school year.

In some variations of this plan, the student could enter school and begin his organized learning experience any time of the year, whether he was entering school for the first time or moving in from another school.

Should a true continuous progress school program go into effect on an all-year basis, the student could then remain in school attendance until he needed to be out of school for vacation, due to illness, or for other reasons. A student could be away from school for whatever length of time desirable or necessary, then re-enter and resume learning activities without loss of continuity. (See New York Plan.)

To meet the educational requirements of this program, flexible individualized instruction would be needed in order to coordinate the learning experience and the learning needs of the individual with the essentials of an all-year school. The potential greatness of this program is really apparent, however, many problems would have to be solved before a flexible year-round school program could become workable reality.

Arguments for any extended school year plan are pretty much similar in nature. Most plans and arguments relate to economies--cost of facilities, taxpayers, income for teachers, etc. While these economic-centered arguments are valid, the most important considerations should be:

1. The need for maximum development of our human resources.
2. The increasing educational needs of youth.
3. The best balance between school time and vacation time.

There is no evidence that children need a three-month vacation and there are good indications that three months are too much. Children need guidance and supervision and schools should provice leadership for a greater part of the year. Teachers are among the most skillful leaders of youth in our society and their services should be used more effectively.

TABLE III

A SAMPLE SCHEDULE FOR A 210-DAY SCHOOL YEAR

A 210-day school year would require an extension of the conventional school year to about the middle of July. The following list shows the number of school days in each month and the holiday in each month (in an average year):

September	20	Labor Day	1
October	22	None	–
November	19	Thanksgiving	2
December	15	Christmas	7
January	20	New Year	3
February	19	Washington's Birthday	1
March	21	None	–
April	20	Good Friday and Easter Monday	2
May	22	Memorial Day	1
June	20	None	–
July	12	July 4	1
Total Days	210		18

Extending the school term in July would permit additional vacation days during the year, e.g., more time at Easter, July 4 plus one day, etc. If vacations during the year were shortened, the summer vacation would begin earlier in July.

Vacation Time -- Exclusive of Saturdays and Sundays

	Number of Days
From about the middle of July to September 1	32
Labor Day	1
Thanksgiving Day	2
Christmas and New Year	10
Washington's Birthday	1
Easter	2
Memorial Day	1
July 4	1
Total Days	50

Fifty vacation days equals ten weeks of vacation time.

5. Continuous School Year, or Continuous Progress Plan

(See No. 4)

"Based on the concept of continuous progress, this plan proposed a longer school year, with pupils completing one grade's work in the traditional 180 days and then spending the remaining time on the next grade's work. There are no excessive time breaks during the year, and no need for terms. The length of the extended year depends on the number of grades included in the plan and the corresponding number of years over which one year of schooling is to be saved. An increase in the number of grades included in the plan will decrease the number of school days required to equalize time. If grades 1-6 are included in the plan, and one year out of six is to be saved (or eliminated), the extended school year will be approximately 216 days long. Including grades kindergarten to six in the plan, with one year saved out of seven, would require a 210-day school year. A 203-day year would be necessary to save one year out of eight.

"The goal of the plan is to save one elementary school year out of six. The curriculum is worked through without unusual time breaks. Using flexible school policies, schedules, and procedures, the seven-year elementary curriculum would be taught in six levels. This includes a combination of grades. The term 'learning level' should replace 'grade' in speaking of the work of an extended school year. The concept of 'learning levels' can be used to determine the length of the continuous school year.

"Suppose a school system decided to implement the continuous school year plan in grades kindergarten to six, saving one year of schooling out of seven. Pupils in kindergarten would complete the traditional kindergarten program in 180 days and spend the remaining 30 dsys of the 210-day school year on grade one work. During the next year, the pupils would spend 150 dsys on the remaining grade one work and the remaining 60 days on grade two work. The pupils would progress in this manner until the end of their sixth years' work. In the course of completing the curriculum in the traditional kindergarten to six program, the pupil would complete six learning levels rather than seven grades.

"A 216-day calendar is needed to save one year out of six, if the sxhool day is not lengthened. This calendar would provide in six years the same amount of instructional time that is provided by the regular 180-day program in seven years. But, a 210-day calendar would require a lengthened school day to achieve the same end. The success of the plan depends upon the flexibility of the school."[4]

"The calendar for the continuing school year plan provides a six or seven-week summer vacation, plus normal Christmas and spring recesses, in addition to the extended school year. It has been suggested that 'with true continuous progress the vacation issue can be resolved in any school by phasing in long absent pupils to class sections where they can find success.'"[5]

"This plan may be implemented either totally or gradually during the five or six-year transition period. Total implementation would involve an accelerated curriculum for kindergarten and, possibly, grade one pupils; all other grades would use the extra days each year for enrichment. If gradual implementation is preferred, during the first year only kindergarten and grade one pupils would be on the extended year calendar, while the grades continued with the traditional 180-day school year. A new class of kindergarten pupils would be phased into the program each succeeding year.

"The New York State Department of Education calculated the initial transition period cost and the cost when the program is self-sustaining after the five or six-year transition period, for individual communities and on a state-wide basis. They concluded that a community which totally implemented the continuous school year plan in grades kindergarten to six could expect a potential transitional period cost increase in total expenditures of 3.6 percent. If implementation were gradual, the transitional period costs would be lower. Calculation indicated that after the transitional period, new savings would be approximately five or six percent of the toal operating expenditures of a given school budget."[6]

6. Continuous Session Plan

Under this plan (in its pure form), the primary objective is economy, realized by accelerating students to the point that they may graduate from high schooltwo yrs(most proponents prefer one) ahead of the student attending school under the traditional organization. The less gifted students could attend a fourth quarter or a third semester for make-up and, thereby, eliminate the need for failures. These students would graduate in a traditional time span.

In 1966, Polk County, Florida conducted a feasibility study of the continuous session plan based on 11-week and voluntary attendance.[7] Both elementary and secondary students would accelerate under this plan. A year would be gained in grades one to six and another year would be gained in years seven to twelve.

According to a review of the literature, the continuous session plan was implemented in Neward, New Jersey and in Nashville, Tennessee. Both plans were initiated between 1912 and 1922 to meet economical and educational objectives. Both were terminated in the early 1930's as being too costly. A variation in both plans was voluntary attendance during the fourth quarter.

An important conclusion in both experiments at that time was that students suffered no ill effects because of attending school all year. This, however, was never documented.

Two very recent examples of the continuous sessions plan have been implemented in Atlanta, Georgia and Fulton County, Georgia. Although the plans are only recently initiated, the primary objectives are different from those of previous plans, in that they were planned and initiated without citing savings as an objective and neither aims for extensive acceleration.

7. Continuous Study, Three Trimesters

In this plan, six 48-week years would be required to finish kinderkarten to sixth grade. Presently, the Utica district takes seven years of 39 weeks (273 weeks of school).

By attending three continuous trimesters of 16 weeks each, children could leave elementary school in six years instead of seven. On the other hand, it could also serve as an enrichment factor should the district decide to move toward the extended school year.

In the secondary area, grades seven through 12, a similar type of enrichment or extended school year plan would be worked out under this plan.

8. Continuous Trimester

This plan is very similar to the continuous four-quarter plan. As the name implies, the school year is divided into three equal terms rather than four. With a small increase in the length of the daily class periods, two trimesters provide the same amount of instructional time as two regular semesters. A course is completed in two trimesters; new courses begin in the following trimester. This division of the school year requires all students to attend three trimesters from 68-75 days in length with each trimester followed immediately by a one-week vacation. The length of the school year will depend on the number of days included in each trimester. This plan, like the four-quarter plan, allows the students to complete 12 years of school in ten years. Hence, students could gain one year on enrichment at the elementary school level and could graduate one year early from the secondary school. In Table IV can be found a sample trimester school calendar:

TABLE IV

A SAMPLE CONTINUOUS TRIMESTER SCHOOL CALENDAR[9]

Trimester I

September 3	Start of Trimester I	20
October 3	No school - teachers conference	22
November 11	No school - Veterans Day	
November 27-28	No school - Thanksgiving Day	17
December 17	Last day of Trimester I	13
	Number of days in Trimester I	72

Trimester II

December 18	Start of Trimester II	5
December 24 - January 2	No school - Christmas Recess	
January 5	School reopens	20
February		20
March 2	Last day of Trimester II	3
	Number of days in Trimester II	70

Trimester III

April 13	Start of Trimester III	14
May		21
June		22
July 2-3	No school - Independence Day Recess	
July 22	Last day of Trimester III	14
	Number of days in Trimester III	71
	Total number of school days	213

Another form of the continuous trimester plan would be to have three trimesters of 75 days, or 225 days total. Pupils would have a two-week Christmas vacation and a five-week summer vacation. Six grades could be completed in five years, so a 16.7 percent reduction in enrollment is theoretically possible in the sixth year of operation, without increasing the length of the school day.

This program is similar to the four quarters of continuous study in that an elementary pupil could complete the six grades in five calendar years. And the secondary pupils could complete the junior and senior high school in five calendar years. The length of the school day would be approximately what it is now. A pupil would attend school 1125 days during the five years compared with 1080 days he attends now in six years. Operational costs would be approximately the same because teachers and other service personnel would have to be on duty 11 months of each year. Savings in building costs would be approximately 16 percent over a long period. The savings would not be realized until the sixth year of this plan.[10]

As in the four quarters of continuous study, a student would graduate two years younger. This could be offset by changing the age of entering school from six to seven years.

9. Extended Kindergarten to Twelve Plan (See No. 4 and 5)

This plan, a composite of other extended school year designs, may have several variations. One typical variation involves a 204 to 225 day school year, with grades kindergarten to six using the extra days for mastering fundamentals, broadening and enriching backgrounds, with grades seven to 12 on a trimester or quadrimester year of schooling out of 13.[11]

A review of the literature regarding this extended kindergarten to 12 plan usually provides for "E" or enrichment terms located during each grade level.

"This program provides the disadvantaged child the extra time he needs to give him a firmer foundation. The emphasis is placed on continuous progress from grades seven or nine. The program is based on the use of trimester or quadrimesters or a modified summer school approach. The calendar year saved at the upper grade level becomes the basis for reduction in the total school enrollment enabling a release of teachers and classrooms. This program is more expensive but will result in a savings of dollars and space after a one or two year period. The student will finish in 12 instead of the usual 13 years. Variations may be adopted as part of one or two step reorganization of the school system."

As soon as year-round school people begin discussing "E" or enrichment or make-up terms, one thinks of Dr. George I. Thomas of the New York State Department of Education and the New York Plan of extending the school year. It is doubtful that anyone in America has spent more time and energy working on extending the school year than Dr. Thomas. An example, listed below, shows the extended kindergarten to 12 New York Plan:

"The extended kindergarten to 12 plan combines features of other extended school year plans. Its purpose is to save one year of schooling out of 13, while providing better educational opportunities for all pupils. Elementary school pupils would use the extra days each year in mastering fundamentals and participating in broadening and enriching activities. One year of schooling would be saved at the secondary level, with implementation of one of the secondary level extended school year plans previously described.

"At least six variations of the extended kindergarten to 12 plan have been designed. The first two used a kindergarten to six and seven to 12 organizational plan. Elementary school pupils work through seven lengthened school years, spending their extra time at perfecting fundamental skills in a broadened and enriched curriculum. Implementation of the trimester plan or the quadrimester plan at the secondary level (grades seven to 12) accomplishes the saving of one year of schooling out of 13.

"Variations No. 1 and No. 4 use a middle school organizational plan. Generally, pupils in the lower and middle schools use their extra time for mastery, enrichment, and broadening activities, while the one year of schooling is saved in the upper level.

Variation	Grades in lower school	Grades in middle school	Grades in upper school
#1	kindergarten to four	five to seven	eight to 12*
#2	kindergarten to four	five to eight	nine to 12*
#3	Kindergarten to five	five to eight*	nine to 12*
#4	kindergarten to six	five to eight**	nine to 12*

*Organized on trimester basis
** Organized on quadrimester basis

"The New York State Department of Education suggests that if space is to be saved at the upper school level, variation No. 1 should be lengthened.

"Other variations of the extended kindergarten to 12 plan may be developed. If it is desirable to save time and space at the middle school level, grades five to nine should be included in the middle school, with implementation of a trimester or quadrimester plan reducing five grades to four levels.

"The New York State Department of Education recommends a 204-day extended school year, which would require lengthened class periods in order to equalize time at the secondary level."12

10. Extended School Day Program

One way to make the present school more effective would be to extend the regular school day program. However, because of problems inherent in attendance during late afternoon or evening hours, some educators recommend that courses offered at that time be restricted to 11th and 12th grade students. Other courses offered in the afternoon after school, and on Saturdays, could be open nine to 12, or 10 to 12, depending on the school organization.

With this approach to schooling, students could schedule their classes and come and go as they please, subject to normal school rules and regulations.

Surveys should be taken which would provide information concerning the type of courses needed and number of students who might be expected to take advantage of these courses. At all times it should be clearly understood by students, teachers, and parents that this expanded school day program is to be an integral part of the high school program, in no way connected with the adult education high school completion program.

In the hiring of teachers for the extended day program it is recommended that the board of education give first preference to teachers currently employed in the local school district. Surveys of needs would determine both schedules and needs of budget review well in advance of schedule to handle cost estimates and next year budget requests.

The schedule for the extended school day program might be:

A. Afternoon After-School Courses:
Two, three or four periods - to start ten to twenty minutes after close of the regular school day.

B. Evening Courses:
Two or three periods - Each class period increased by 20 percent running Monday through Thursday evenings. No class on Friday evenings.

C. Saturday Classes:
One or two courses - Usually one in the morning and, if necessary, one in the afternoon. This would be a good time for such special courses as art, music, home economics, industrial arts, vocational education for which long time blocks are an advantage.

11. Expanded Summer Program and Extended School Day Plan

A Hartford, Michigan plan would utilize their very active and well-attended summer school plan. While the summer program was largely remedial in the past, the new proposed plan would afford an opportunity for remediation, for enrichment and for acceleration of pupils, particularly in grades seven through 12, through the addition of two features:

A. The offering of new academic courses, as well as remedial, during 40-day summer session. This would have the dual advantage of:

1) allowing pupils to receive credit in addition to that earned during the regular school year and, thus, accelerating their progress toward graduation, and

2. also making possible for pupils to take a course that might not normally be offered during the school year or that did not fit into their regular schedule.

There are, obviously, some hazards involved in such a program. Since it would be permissive, as is the present summer school, rather than mandatory, the scheduling of summer courses could present some problems. A careful survey would need to be administered during the preceding winter to determine the demand for any given course. Obviously, cost factors presented involved must be based on experience with past summer programs and estimates of the impact of new course offerings.

B. The offering, in after-school and evening hours and on Saturday during the regular school year, of:

1) remedial courses for students who are having difficulty with the regular program, and
2) new courses for students who desire an accelerated program and who, in the judgement of the school, can handle the work load, or students who may want a particular course, such as art, or typing but can't fit it into their regular schedule.

The advantages of this extended school day are numerous:

1. For students in the work study program, whose scheduling now eliminate participation in athletics, the addition of evening courses would make it feasible to rearrange their schedule to allow them to attend practices and fulfill their desires to participate in sports activities.
2. Courses which a student cannot fit into his regular daily schedule might be open to him in an afternoon or Saturday class.
3. With the principal's permission, a student might accelerate his program by taking an additional course in the afternoon, evening or Saturday. If such acceleration was widespread, this might mean a saving in classroom space in the not-too distant future.

The scheduling of an afternoon or evening course would, in many cases, free one period of the student's regular school day for study in the school, with use of the school library, etc. This may have some implication for a special study area and for experienced personnel to aid these students in doing required preparation.

Generally, this would become a Mott Community School program where school facilities and resources are utilized for after-school and summer experience. The Hartford plan also recommends that its present elementary summer program (grades two to six) be continued in its present form, which again is basically remedial. One key in Michigan for summer school programs is the lack of state support. Should state aid be made available, summer school programs would flourish overnight.

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12. Extended Summer Use Program

Under this plan, the regular program of 36 to 40 weeks is supplemented by a summer program of four to ten weeks with major on courses not regularly offered and on provision of special opportunities in vocational education, physical education, and the like.

Advantages for this extended year approach include:

1. Need for trained leadership for students during the summer (remedial, credit, recreation).
2. In-service for staff
   a) travel
   b) planned summer curriculum work
   c) additional education
3. Year-round salary for 11 or 12 month contract. (Beginning salaries and increased commensurate with personnel in other fields of work with comparable training.) This would be resolved through collective negotiations in the master agreement.
4. Faculty members can serve in the summer program by choice, or the full faculty can be used in a system of staggered assignments which permits professional study, work, or travel.
5. This design effects economies of space in proportion to the number of students who could graduate early because of having taken summer courses.
6. It permits slow learners to catch up in summer school, but places main emphasis on wider and richer educational experiences.
7. Gifted children can take advanced courses in regular curricular subjects.
8. Others can take courses, such as typewriting or woodworking, which they cannot otherwise fit into their programs.
9. Summer programs also offer educational and cultural advantages to adults.
10. This plan does not interfere with customary family vacation patterns.
11. The central problem is additional cost of salaries, maintenance, materials and the like.

An optional approach to extending the traditional school year could be a fourth quarter, a fifth term, a third trimester, parts of "a" or "b" or any other organized approach to permit pupils to utilize facilities during the traditional summer time.

13. Five Term or Five Semester Plan

The five term or five semester plans are very similar and were advocated in Tucson, Arizona during the 1960's.

The five term plan was scheduled as shown below:

Summer Term	June 12 - August 18	49 days
Fall Term	August 21- October 27	49 days
Holiday Term	October 30 - January 19	47 days
Winter Term	January 22 - March 30	48 days
Spring Term	April 2 - June 8	47 days

This would give a minimum of teaching days for any one student of 191, (student would attend four of five terms) about ten over the present standard. Some of these days could be utilized for examinations, registration, and other administrative purposes. Once a student was on a particular term he would keep that schedule throughout his school program.

According to the educational leaders who advocated this plan, the five-term plan would:

1. Increase effective classroom capacity by 25 percent, with a corresponding saving in construction cost.
2. Guarantee that both the quality and quantity of educational offerings be maintained at least at the present levels, with a plan flexible enough to allow for improvement and change.
3. Provide a plan which would interfere as little as possible with present community patterns and activities, both in the transition period and during the pilot program.

14. Florida Trimester Plan

The Florida Educational Research and Development Council briefly described a trimester plan and analyzed the cost of the plan for the schools of Polk County, Florida.[13] The Council suggested three trimesters of 75 days each, or 225-day school year, with a two-week Christmas vacation and a five-week summer vacation. The length of the school day would be "approximately what it is now." The plan would allow both elementary school pupils (grades one to six) and secondary school pupils (grades seven to 12) to save one year of schooling out of 12. The Council suggested that the early graduation could be offset by changing school entrance age from six to seven years. It estimated that after a 10-year transition period, total net expenditures would decrease by 4.23 percent.[14]

The 210-day and the trimester plan are similar to any other mentioned program except that they appeared to be researched more in depth through the Florida feasibility study.

15. Florida 210-Day Plan

The Florida Educational Research and Development Council studied the feasibility of adopting a similar extended kindergarten to 12 plan in the schools of Polk, County, Florida. The Council based its analysis on a 210-day school year, with one extra year for enrichment at the elementary level and one year of acceleration through the secondary school. The Council did not specify a particular plan for acceleration, however. Estimated expenditures, if the plan were implemented in Polk County schools, were as follows: initial increase in net school expenditures of 11 percent, declining only slightly over the first five years; eventual decrease of .72 percent in total net expenditures.

The Council recommended that the Polk County Board of Public Instruction adopt this plan if it were willing to make major changes in curriculum, enrichment and acceleration policies.[15] This was somewhat similar to the New York Plan.

16. Forty-Day Expanded Summer Program

This plan advocates an eight-week expanded summer school program.

The first step in implementing this plan early in the winter would be to conduct a survey through the homeroom teachers in each school to determine the subject matter areas in which students are interested. Students should take home materials which contain the objectives and advantages of the expanded summer program. After parental discussion, course choices should be made. A minimum of students would be needed before a course could be offered, to be decided by the administrator in charge. It is very much like the optional fourth quarter plan except the key is to make the optional quarter the same in quality and quantity in order to receive state aid.

If you fail to get state aid for summer school attendance, all you have is a "makeup" or enrichment program whereby either the student or the local district pays the full tab, unless, of course, each share.

17. Forty-Eight Five-Quarter Sliding Plan

The student body is divided into five groups (A,B,C,D,E). Each group goes for a 12-week quarter before having a vacation during the fifth quarter. However, every 13th week, school is closed for maintenance and vacation or in-service training. Every year a student would have a different season for vacation plus the one-week vacation every 13th week. Only 80 percent of the student body would be in school at any one time.

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18. Four Term Plan (See rotating four-quarter staggered plan, No. 36)

This plan is similar to the four-quarter plan of operation with a possible modification of the twelve-one plan. This could also be worked as a staggered or a continuous plan of school operation.

19. Four-Quarter Plan of Operation, Regular

This plan is the extended 48-week school plan for all students (240-day school year). A built-in acceleration factor could be utilized here.

20. Fulton County, Georgia Plan

The schools in this part of the country recently went to a four-quarter plan of operation.

By converting from the two semester optional summer school plan to the four-quarter optional summer school plan, these districts added a great deal of flexibility to their present schools.

Generally, the student takes a regular school year program (now it is three quarters instead of two semesters). If he decides to attend a summer school session, he can drop out a quarter later on. When enough students go to summer school (on their own) and drop out a later quarter, the Fulton County schools in Georgia will have an operative year-round school program.

21. McComb Plan for Extending the School Year

Extensive research through the literature did not identify any plan similar to that which has been in operation for the past year (1969-70) at Gibson High School, McComb, Mississippi. This plan is presented here because of its simplicity and flexibility. The original impetus of this plan aimed at curriculum improvement within the traditional school year. Only after the plan was initiated did the school year become extended. The original organizational concept divided the traditional two semesters into four quarters of nine weeks each. All students attended these four quarters. A "fifth" quarter was added for the summer and was to be funded by the McComb school district. Students were to attend this quarter on a voluntary basis.

Prior to the school year 1968-69, McComb school officials sought an answer to one of their more serious educational problems, i.e., the large number of course failures at the high school level. In a daring bit of reasoning, they suggested that the traditional course schedule could very well contribute to the failure problem and perhaps other problems.

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With this premise, McComb officials began their 1968-69 school year in the high schools as a nine-month year divided into four nine-week terms. The additional voluntary summer term was intended to convert the McComb high schools into all-year schools. As principal Vernon Stills has said, "The daily schedule remained basically unchanged externally, but is considerably different internally."

The four basic courses; English, mathematics, science, and social studies; were taken one at a time and each was completed in nine weeks. Major electives; i.e., foreign languages, typing and home economics; were completed in eighteen weeks. Minor electives; i.e., band, art, choral music, and physical education; continued on a 36-weeks program. Vocational courses remained on a 36-weeks program also. Some courses were left flexible to fit a student's needs. Students were permitted to take one or more electives in addition to a basic course every nine weeks.

This program is still in a pilot stage, therefore, results will be forecoming. As yet, we have't received any evaluations from McComb, Mississippi.

22. Modified Sliding Plan of Extended School Year Operation

This plan has students attending 24 weeks of school and vacation for six weeks. This plan assumes that 48 weeks of school is too long and that 12 weeks of vacation, actually 14 (12 weeks plus two one-week school closed vacations), is too long.

23. Modified Summer School Plan, Polk County Study (See No. 24)

This plan is an attempt to accelerate pupils through secondary school by offering enrichment courses. Programs call for completion of one full year course during a seven or eight-week summer course. Classes meet three and one-half hours a day for seven weeks. Average pupils who attend five of these modified summer sessions should be able to save one of every six school years. Enrollment in the program is voluntary.

Costs of the modified summer program are not specified, in part because of the voluntary nature of the program. The cost will be higher than the traditional summer program because the modified program is more comprehensive.

24. Modified Summer School Program, Compulsory Attendance for Students Not Promoted, and Voluntary Attendance for Others

According to the Polk County study, "The Board of Public Instruction would require all students who failed to earn promotion the previous year to attend the summer session (unless excused by the principal). In 1964-65, 2,994 students in Polk County were not promoted. The cost of reteaching this number was $1,086,403. The cost of reteaching this number in the summer session would be approximately $217,281. These figures are based on a theoretical assumption that all failures could be made up. However, if as many as 2,000 of the approximately 3,000 who failed were promoted, the savings to the taxpayer would be considerable, both in operating expenses and in classrooms needed for reteaching this number. This plan would also carry with it the enrichment program during the summer session, together with the opportunity for students to move rapidly toward graduation."[16]

25. Multiple Trails Extended School Year (See Nos. 4, 5, and 26)

The following description is taken from materials provided by the New York State Department of Education:

The Multiple Trails Plan is based upon the rescheduling of the school year in terms of an 11-month school year. Winter and spring vacations remain intact in the new calendar. All children and teachers may consider July or August as a vacation period. However, adoption of a continuous progress philosophy can lead to the release of pupils at any time during the school year when parental vacations do not coincide with the school vacation.

The nature of the Multiple Trails Design

The lengthened school year calls for a rescheduling of time and the adoption of a Multiple Modular approach to the teaching and learning process. For the present, the Multiple Trails Plan consists of four stages, each of which may be adopted singly or in combination with one or more other stages. Everyone will start with Stage I. After that each school district may decide what it wants to do with the resources placed in what may be considered as a hypothetical Educational Reserve Bank.

Stage I of the Multiple Trails Plan

Stage I is a starting point. If one uses it as a base line, one can go in a multitude of directions, depending upon the objectives to be realized. In order to move from the present to the new time line it is necessary to equate current instructional time with that provided in a new educational time line. This can be done by reallocating the yearly instructional time with that provided in a lengthened year approximately 210 days. Since multiple time modules, based upon fewer class sessions a week are recommended, the 15 minute module may be considered as a good building block to use in rescheduling time. Any number of 15 minute modules can be used depending upon the purpose of the activity. Thus,

1. One 15 minute module may be used as a conference period.
2. Two 15 minute modules will suffice for lunch.
3. Three 15 minute modules will approximate a normal instruction period.

4. Four 15 minute modules will provide additional teaching time.
5. Five or six 15 minute modules will help where team teaching is combined with a sub-committee into a regular class activity or where activities call for large amounts of time.

Adoption of Stage I will produce changes in teacher and pupil work patterns. For example, children have contact with fewer teachers and teachers will meet fewer class groups. The end result of the new schedules will be a decrease in the number of weekly preparations on the part of both instructor and learner.

New weekly schedules of teachers, students and classes will, with rescheduling, show free or "E" time. It is this "E" time which becomes the critical element in the building of new patterns of school organization.

The creation of the educational reserve bank

Adoption of Stage I immediately leads to the release of:

1. Learning time (pupil time)
2. Instructional time (teaching time)
3. Learning facilities (space)

These three ingredients become the assets of the local school districts Educational Reserve Bank. They represent money and chance to provide increased educational opportunities to all children in the school district.

Stage II of the Multiple Trails Plan

If immediate economy is desired, a school district may limit its pupil involvement of Stage I. However, many educators as well as students elect to use some of the pupil learning time residing in the educational reserve bank to help accelerate students through the secondary (junior or senior high school) steps of the educational ladder. In Stage II, boys and girls elect extra courses to enable them to complete a program of study a year earlier. If this is done, the ultimate result is a reduction in the school's enrollment patterns and a return of assets borrowed from the Educational Reserve Bank.

Stage III of the Multiple Trails Plan

In this state of resources of the educational reserve bank are drawn upon to provide a direct attack upon the educational needs of boys andgirls. Acceleration is no longer a primary objective. Students may receive remedial or corrective assistance in both academic and nonacademic areas. Their progress may be enriched or broadened in the light of individualized needs and interest. Work experience programs, for example, may be instituted for the academic as well as the terminal or vocational oriented pupil. Stage III can help resolve many of the problems of disadvantaged pupils. Many potential dropouts may end up with earned diplomas and a chance to find a place for themselves in a society which has little place for illiterates or unskilled individuals.

Ultimately, society will benefit from Stage III but at this point it is impossible to even make an estimate of how or when one can return something of a concrete material nature to the Educational Reserve Bank. In Stage III the assets released in Stage I are put to use with no expectation of an immediate financial return, however, if a more enlightened or better trained citizen is a result of the enriched and broadened program, society will be amply repaid.

Stage IV of the Multiple Trails Plan

How many school districts will elect to strive for Stage IV is problematic because it calls for a drastic change in our approach to education. Innovation, for example, in teaching techniques, school organizational patterns, and educational philosophy are fundamental to the success of those who want to create the school of tomorrow. The new educational time line calls for a programof continuous progress at the secondary school level. In this school grades will have no significance. Terms such as failure and acceleration should be eliminated from the educational dictionary. In this school there will be no need for the traditional tracking of boys and girls because pupils will move along a math, social studies, English, science, or other subject trail at his own rate of speed.

One approach calls for the creation of new resource units which provide multiple approaches to the mastery of skills and the development of essential concepts. These packages or learning units will contain many types of learning experiences. As a result, boys and girls with different interests, needs, and resources can find security and success as they move through and up truly non-graded multiple trails.

Since this program is based upon a rescheduling of the school year in terms of a lengthened school year, many students will complete their secondary school training one year earlier. This will once again result in a change in the local school district's enrollment flow pattern. The ensuing reductions will lead to a release of classroom teachers, and classroom space, both of which can be returned as assets to the Educational Reserve Bank.

Educational Implications

The regular high school and the specialized vocational training school can draw upon the Educational Reserve Bank to provide more education or a different pattern of education for its students. Each of these schools has large specialized work areas which can be considered essential occupational training centers. At present, expensive equipment, space, and resourceful teachers are idle for a long period of time. In the Multiple Trails Plan all these resources are utilized for at least 11 months and with a rescheduled school week or day, the door is opened to occupational or vocational training to additional sections or classes of students. In these schools teachers may continue to operate in terms of grade patterns, but the ultimate goal of continuous progress is still desirable.

Teachers may have to restructure their teaching techniques along new modular lines in both sending or receiving schools, but the end result can be a more productive use of pupil and teacher time.

Summary

According to Dr. Thomas of New York State, the Multiple Trails Program has one advantage over all other recommended lengthened school year plans. It is a design that can be considered self-sustaining with adoption of Multi-Modular approach to teaching and learning. The resources of the Educational Reserve Bank are available to private and public schools alike from the date Stage I is adopted. These resources represent money and time that can be used to maintain the status quo or to change the entire nature of our schools. It is going to take a selling job, but the designs briefly outlined can help resolve many of the educational problems facing us today. We have gone a long way since the graded structure was instituted in the Quincy grammar school back in 1848. Now it is time to begin to look toward the 21st century. Changes are going to be necessary. Some of them may be costly, but this money can be released to re-orient teachers, modify curriculum, build resources units, improve scheduling techniques, (computer or team planning) air condition classrooms, procure teaching machines.

For additional information over the use of Multiple Trails approach, contact Dr. George I. Thomas of the New York State Department, University of the State of New York.

26. The New York Plan (See Nos. 4, 5, and 25)

The New York Plan is known as the continuous plan and in review is based upon a 210 to 216-day school calendar. The plan enables students to progress as soon as they reach a readiness stage for new skills and concepts. With the added 30 to 36 days of instruction, the students should complete grades one to six in five years or grade kindergarten to six in six extended years. This plan requires five to six years to realize major economies.

(Also see the Nine-Three Continuous Learning Program, No. 28, or the Valley View Plan, No. 61.)

27. Nine or Nine and One-Half School Year Followed by a Regular Summer School Program

A regular 180 or so day program with a six-week summer make-up period, usually for pupils who want to make-up classes failed during the regular school year.

28. Nine-Three Plan (See No. 61, the Valley View Plan)

A required four-quarter nine-week on, three-week off program. This concept, to be used during the fall of 1970 in Lockport, Illinois will utilize all the buildings on a year-round basis.

29. Optional Staggered Trimester Plan of Operation, (16-16-8-8) (See Six Term or Six Semester Plan, Nos. 43 and 44)

30. The Optional Year-Round School Program (By George B. Glinke)

This plan would call for a proposed four-quarter year-round school calendar modified for the Utica Community School year 1970-71. This schedule could be utlized to change from the present two semester, six weeks summer school program to a three-quarter, optional fourth quarter, volunteer summer quarter for year-round school operation.

The following proposed school calendar would be subject to change and be negotiated through a master agreement ratification phase of collective bargaining by both the teachers and the Board of Education.

The fall quarter would begin on September 8, 1970 and run 62 days with provision for one day opening and one day closing school. A four-day weekend is provided for Thanksgiving vacation, and the quarter ends December 4, 1970.

The winter quarter begins December 7, 1970 and runs through March 1, 1971 with provision for vacation time from December 24 through January 3, 1971. March 12, 1971, a Friday, would be a free day and could be utilized for teachers institute or workshop, to be negotiated by those partners involved. This quarter is 62 days long with provision for one day opening and one day closing school.

The spring quarter would begin on March 15, 1971 and run through June 17, 1971 with provision for Easter vacation from April 8 (end of school day) through April 18, 1971. June 18, 1971 is a free day and could be used for teacher institute or workshop as per agreed through collective negotiations. This quarter is 62 days long and one day each is provided for opening and closing the quarter.

The optional summer quarter would begin on June 28, 1971 and run through September 1, 1971. The length of the quarter would be 47 days with provisions for one day opening and one day closing the optional summer quarter.

The theory to the optional summer quarter is that when enough students go to school in the summer time on their own, and thus drop out of school a quarter later on, the concept of year-round school has been met within the Utica Community School District.

One point of information regarding the optional summer quarter. The time the student is in attendance has been reduced by 25 percent to 45 days. The summer quarter class period would be increased 25 percent from 55 to 70 minutes in order to equate the fourth or summer optional period of time. This gives our district a summer quarter the same in quality and quantity as any three previous quarters which the student should elect to choose. This would enable the district to collect state aid, if the state changes the state aid bill.

The sample school year follows and is negotiable. According to the feasibility study to date, a four-quarter summer optional school year could be presented with less hardships on the electors within the school district by not forcing mandated vacations.

The traditional school calendar remains with the modified optional four-quarter calendar, yet at the same time provisions are made for utilizing staff, buildings, and students on a year-round basis.

The nine-week summer session can be cut vertically or horizontally depending upon the needs of the individual school or sub-community within the district. A four and one-half summer experience could be repeated twice a summer quarter or three, three-week sessions could be designed to best take advantage of the typical learning situation. Perhaps you would prefer to schedule a student for a couple of hours a day for three, six or nine weeks. You could have complete flexibility within the framework of an extended or year-round school educational movement. The down time or off quarter could be handled similarly in each of the other quarters.

The optional summer quarter could be made available for both elementary and secondary school students. Full quarter credit could be received should the student decide to attend full-time with the option to drop out a quarter sometime later on. However, should the student fail to drop out a quarter later on, he or she would have taken full advantage of the enrichment phase of the year-round educational concept as part of the plan. The payment of quarter state aid is necessary to help fund local educational costs.

A sample calendar follows and only reflects a modified point of view:

Fall Quarter	60 days attendance for students, 62 days attendance for staff
September, 1970	17 days attendance in September
1 2 3 4	
7 8 9 10 11	September 7, Labor Day - no school
14 15 16 17 18	September 8, fall quarter begins
21 22 23 24 25	
28 29 30	
October, 1970	22 days attendance in October
1 2	
5 6 7 8 9	
12 13 14 15 16	
19 20 21 22 23	
26 27 28 29 30	
November, 1970	19 days attendance in November
2 3 4 5 6	
9 10 11 12 13	
16 17 18 19 20	
23 24 25 26 27	November 26 & 27, Thanksgiving vacation - no school
30	
December, 1970	4 days attendance in December
1 2 3 4	

Begins September 8, 1970

Closes December 4, 1970

Winter Quarter	60 days attendance for students, 62 days attendance for staff
December, 1970	13 days attendance in December
7 8 9 10 11	
14 15 16 17 18	
21 22 23 24 25	December 14 - January 3, Christmas vacation - no school
28 29 30 31	
January, 1971	20 days attendance in January
1	
4 5 6 7 8	
11 12 13 14 15	
18 19 20 21 22	
25 26 27 28 29	
February, 1971	20 days attendance in February
1 2 3 4 5	
8 9 10 11 12	
15 16 17 18 19	
22 23 24 25 26	
March, 1971	9 days attendance in March
1 2 3 4 5	
8 9 10 11 12	March 12, free day - no school

Begins December 7, 1970
Closes March 11, 1971

Spring Quarter   60 days attendance for students, 62 days attendance for staff

March, 1971   13 days attendance in March

15 16 17 18 19

22 23 24 25 26

29 30 31

April, 1971   16 days attendance in April

1 2

5 6 7 8 9   April 9-18, Easter vacation - no school

12 13 14 15 16

19 20 21 22 23

26 27 28 29 30

May, 1971   20 days attendance in May

3 4 5 6 7

10 11 12 13 14

17 18 19 20 21

24 25 26 27 28

31   May 31, Memorial Day - no school

June, 1971   13 days attendance in June

1 2 3 4

7 8 9 10 11

14 15 16 17 18

21 22 23 24 25

Begins March 15, 1971

Closes June 17, 1971

Optional Summer Quarter 45 days attendance for students, 47 days attendance for staff

June, 1971 3 days attendance in June

1 2 3 4

7 8 9 10 11

14 15 16 17 18

21 22 23 24 25

28 29 30

July, 1971 21 days attendance in July

1 2

5 6 7 8 9 July 5, legal holiday - no school

12 13 14 15 16

19 20 21 22 23

26 27 28 29 30

August, 1971 22 day attendance in August

2 3 4 5 6

9 10 11 12 13

16 17 18 19 20

23 24 25 26 27

30 31

September, 1971 1 day attendance in September

1 2 3

6 7 8 9 10 September 6, Labor Day - no school

Begins June 28, 1971

Closes September 1, 1971

31. Punxsutawney-Franklin Flexible All-Year School[17]

The flexible all-year school plan has prompted a look at the long summer vacation that has plagued most efforts to increase the quantity of education and keep children busy during the summertime. It was true of the days of agrarian need for the labor of older children as well as the present industrial need for teachers and students for vacation labor.

It has become necessary for our work force to shift vacations and the various forms of optional summer programs have been relatively unsuccessful because the vacation need is more year-round than summertime.

The all-year school, which would operate continuously, promises to relieve the concentration of vacations for a three-month period as well as the arbitrary assignment of vacations on a quarter or trimester program.

This program proposed for the Punxsutawney-Franklin Schools in the Franklin area School District of Franklin, Pennsylvania, would operate year-round in such a way that any child may take his vacation any time of the year he needs it and for any length of time needed; then return to school andtake up study where he left off, without loss of continuity. This would be possible because of nongraded individualized instruction.

Teachers would have to be trained to do individualized instruction in the classroom, and shift to the all-year plan. The problems of idle minds, under-employment of teachers, unused school plants and children with "nothing to do" could not defeat this program.

Teachers would be able to choose their vacations and study indicates the average vacation range of parents to be from six to thirteen days. Vacation should not be a regression factor.

The penalty of missing a year of school because a child was born a day or two after the deadline is eliminated and a child can start to school when he is ready, thus no opening or closing of school.

The times clearly indicate the need for more highly developed skills, more technical information and a broader range of vision and understanding on the part of every citizen.

A flexible year-round school program is promising hope for achieving a more adequate education. Therefore, this program should overcome the resistance produced by habits, the welfare of families, camping, etc., and provide educational opportunity without the stigma of poverty or failure and provide the education best suited to the individual.

Society over a period of many years has adjusted to long vacations to meet the needs of farming and industry. Now the demand for more highly skilled manpower points up the need to reduce non-continuers and educate to meet the needs of more complex jobs.

This promising Flexible All-Year plan has not been tested due to the lack of funding by a ESEA Title III application of January, 1967. A school of this structure would help break the lock-step in education which forces failure upon many and denies the abundance of satisfaction every child must have to remain in school. It is akin to going to the hospital and getting the therapy needed to enable a person to keep his health in society. A flexible program would tend to eliminate failures which result from a steady diet of unsatisfactory marks imposed by measurement totally unsuited to a child's ability. Freedom to think is required to develop thinking and the exercise of judgment and other skills based on knowledge needed to reduce on-the-job training. The proponents of this program state, "There will be no time when a child must pass or fail for learning will be continuously forward at each learners rate. A child may enter school any time of the year and take a vacation whenever it is needed. So may the teachers."

The following advantages are noted in this Flexible All-Year Plan:

1. The continuous progress of children eliminate lock-step instruction.
2. The remedial concept of teaching is removed.
3. Flexible parent and teacher vacations are possible.
4. Progressive learning and reporting eliminates failure time.
5. Individualized teaching of basic skills is more effective.
6. Experience appropriate to the individual child's needs is provided.

Additional information can be obtained from Franklin, Pennsylvania.

32. Quadrimester Plan, a proposed pilot plan by Robert G. Haverkote, Rockford, Michigan

The extended school year plan proposed for our elementary pilot program is, according to Mr. Haverkote, a different approach that minimizes the disadvantages and allows for continuity in the educational process.

To over simplify, this plan calls for a 225-day school year as opposed to the present 180 days, with students receiving four hours of instruction daily in contrast to the present five hour day.

four hours x 225 days = 900 hours
five hours x 180 days = 900 hours

By making this simple adjustment, existing buildings and equipment can be used twice a day, thus, doubling the students educated and economizing on building costs.

Other advantages of this plan include:

1. All students will be found in school every day that schools are in session.
2. All students will receive the same amount of schooling and enjoy the same school vacations.
3. Teachers may have trouble in arranging advanced course work now taken during the summer.

33. Quadrimester Plan[18]

Another possible extended school year arrangement is the quadrimester, containing five different attendance periods with four of the five being required. Each term would contain 45 school days so that four terms would give the student the 180-day school year he has now. This plan would probably be more adaptable to secondary than to elementary schools, though this cannot be said with certainty without trying out the plan at both levels.

Many teachers maintain that students can be more successfully motivated over a short period of time than over a long period of time. If this is the case, then students could be more successfully motivated in a shorter school term than in the nine-month term which exists at present. The 45-day term of the quinmester program is equal to one grading period in many present school calendars, so adoption of the quinmester program would mean that each term was essentially at the end of the grading period.

The quinmester could be especially advantageous insofar as preventing drop-outs is concerned. If potential drop-outs could achieve over a shortened segment of the school year, they would be less inclined to drop out of school. The curriculum could be restructured in a manner similar to what has been done in the Fulton County, Georgia area. The quarter courses philosophy could be applied to the quinmester schedule; the students could take four segments of a particular course rather than three. Having to schedule students for five different terms would be difficult for school administrators, but it is felt that the possible advantages of the quinmester program would outweigh scheduling difficulties. The courses would be structured to last for 45 days so that over 180 days the student would e complete four 45-day courses in a particular area if that many were required. The teachers could specialize in the various segments of a given academic discipline and thereby move toward a more adequately motivated classroom situation. Some educators dc not believe that a student needs a whole year of every course now offered in the secondary school. If it were decided that any course would be taught sufficiently in less than a year, then three segments or less could be offered.

The quinmester arrangement opens other new possibilities in the area of curriculum. If four segments of a course were required at a particular grade level and five or more segments of the course were offered, then students would have some choice, even in the area of the basic course requirements. This choice would permit the student to select the courses in English, for example, which were best suited to him or in which he had a particular interest. If the student were allowed to select courses in such a manner, it would be necessary for the courses to be non-sequential in nature as the student would not take all the segments of a particular course. Non-sequential courses would probably not be feasible in some subject areas such as foreign languages and mathematics, and arranging these courses in the quinmester schedule might therefore be more difficult. In order for the school to be able to offer such a wide choice of required courses and electives, the school would perhaps have to have a rather large enrollment or the courses could not be offered in all the quinmesters.

FLOW CHART FOR QUINMESTER PLAN AND SCHOOL YEAR

	I 45 days	II 45 days	III 45 days	IV 45 days	V 45 days	
Group 1					Vacation	One Month
Group 2				Vacation		Summer
Group 3			Vacation			Vacation
Group 4		Vacation				For All
Group 5	Vacation					Students

TENTATIVE CALENDAR FOR QUINMESTER PLAN

Terms		
I	July 9 - first day.	Sept. 9 - last day
II	September 10 - first day.	Nov. 12 - last day
III	November 13 - first day	Jan. 28 - last day
IV	January 30 - first day	April 2 - last day
V	April 3 - first day	June 10 - last day

General vacation - June - July 7

The suggested calendar of this plan has the vacation period for all students and school personnel running from June 9 to July 7. Most people apparently take trips of a vacation nature during the month of June (South Carolina), though another summer month would be acceptable. It seems desirable to have school begin as soon after the Fourth of July as possible. The fact of designating some time for vacation for all school patrons makes the whole idea of staggered vacations more palatable to the general public. By constructing the school calendar so that terms do not parallel the seasons of the year, no group of students is faced with the situation of "having to give up his summer". Each of the five periods includes 45 school days and this period of time seems to be long enough for an adequate vacation and long enough for a school term for junior and/or senior high school students.

An additional advantage of the quinmester staggered term pattern would be the opportunity for part-of-the-year employment which could be afforded young people. By being able to work for various nine-week periods throughout the school year, most students would be able to gain actual work experience before high school graduation. By reducing the number of young people seeking summer employment and making young people available for employment throughout the year, the number of young people graduating from high school with work experience would be greatly increased. The young person would be more inclined to work during the nine-week period out of school if he could count on another shorter vacation period when everyone else was on vacation. This work experience could have the effect of reducing drop-outs as students could work for a short time and return to school more easily than is presently possible.

The typical student could enjoy far greater recreational opportunities if he attended school on the quinmester pattern. While he would still be able to enjoy the recreational opportunities characteristic of the 45-day period he was out of school. He could engage more extensively in winter sports, enjoy season rates at such places as Florida and Washington, D. C. The students could actually become more broadly educated individuals as a result of broadening recreational opportunities.

The quinmester pattern offers more flexibility in the employment of teachers. The teacher who desires longer and fuller employment throughout the calendar year could teach for all five of the periods; this would give him 225 actual teaching days. This would be the same as another two and one-quarter months' employment. The teacher would still have the month's vacation given to all teachers. Teachers who do not want to teach for a longer period of time could have different contracts for three terms or less. Teachers would be able to take off two consecutive terms to further their

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education and still be able to teach for three terms, or 135 school days. Teachers could take off the second and third terms and thereby take a full semester's work at a university. It would be possible for a teacher to complete a masters degree in only two years by taking off terms each year. Teachers would be able to take advantage of the complete course offerings of a university and not have to take the chance of having less offerings as is frequently the case in the present summer school. Teachers would actually be able to complete graduate degrees more leisurely under the quinmester program as taking off two terms would afford them some time to rest between the completion of their college work and the beginning of the fourth term in school. The teacher who taught all five terms would be employed in actual teaching for 11 and one-quarter months, and any additional work days would make the teacher's work year even longer. Teaching school would be a year-round vocation; the salary schedule would be more enticing and more higher caliber individuals would be inclined to consider teaching as their lifework.

34. Regular Summer School Program Operated Without Cost to Parents, Voluntary Attendance (No Tuition is Paid by Student, the Board of Education Picks Up the Tab)

Again, according to the Polk County Study, the program would be somewhat similar to number 27, except that you would utilize a regular school year and a summer school program where "the summer program would be operated for 35 days with the entire cost being paid by the school board. The summer program would be available to all pupils for the following purposes:

1. To make up a subject or subjects that had been failed during the academic year.
2. To take a new subject or subjects for the purpose of graduating earlier.
3. To take courses for enrichment purposes such as art, science, math, music, drama, and the like.

Students in the secondary school may earn one and one-half units in academic subjects. The program for elementary students would be organized around special needs, such as reading, mathematics, science, and the like. This would make it possible for many students who had failed during the year to remove these deficiencies so that promotion could be earned at the end of the summer session. Attendance at this program would be voluntary but many students would have the opportunity to earn promotion or reduce the time required for graduation. There will be some immediate increase in cost; but over a period of years, the cost will be offset by savings in cost of reteaching students who had not been promoted."19

35. Regular Summer School Program, Students Pay Tuition for Classes Taken

The summer program is usually make-up, but some enrichment is offered on demand of the student body.

36. Rotating Four-Quarter Plan

The most often proposed all-year school plan is the four-quarter system with a rotating attendance. Although schools would be operated throughout the entire year, each child would spend the same amount of time attending classes as under a traditional nine-month school. Each child would attend three of the four quarters into which the school year would be divided and would take his vacation the fourth quarter. However, vacation periods would be staggered throughout the year in order to have three-fourths of the children in school during any given quarter with one-fourth on vacation. This is to say, some pupils would go to school from winter through summer, some from spring through fall, some from summer through winter, and the remainder from fall through spring. It is possible, also, that the student may choose to attend a quarter, drop out a quarter, attend a quarter, drop a quarter, etc. But one must remember that in the case of an underage pupil, he will soon run afoul with the attendance personnel for breaking state laws in certain instances.

The teachers would be employed for one, two, three or for all four quarters, depending upon the employment arrangements made between the board of education and individual teachers.

The primary purpose of this scheme is economy rather than a longer period of instruction. Theoretically, this plan would save about 25 percent in capital outlay for new buildings by fully utilizing existing facilities. It is argued that this plan would reduce the required teaching force by 25 percent since only three-fourths of the children would be in school at any one time. It would also increase the annual salaries of those teachers employed the year-round from between 20 to 33 percent. Furthermore, it would provide an opportunity for some pupils to accelerate since they could attend all four quarters if they so choose. It is because of these theoretical advantages that the four-quarter, rotating attendance system has been considered by the Utica Community School District.

One of the striking facts with regard to plans for the 12-month use of schools is that many systems have studied the advisability of adopting a four-quarter plan at one time or another. Among the larger school districts who started the four-quarter plan, only Fulton County and Atlanta, Georgia

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have this type of year-round school today. These two districts at the present time do not mandate its vacation schedule. The students attend three quarters during a regular school year, and then they have the opportunity to attend a summer school quarter on a volunteer basis.

Most communities which have operated under the rotating four-quarter plan or have studied its feasibility have concluded that its disadvantages outweigh its advantages. Other systems are looking at modifications of the plan which are more similar to a traditional ten-month school year, divided into three quarters, plus a voluntary summer fourth quarter

The rotating four-quarter plan requires a minimum enrollment each quarter to meet basic administrative procedure to schedule the proper number of classes, pupils and teachers. Each school could operate as four individual schools, each with a different starting date. With the four-quarter plan, each grade within the school operates as four sessions.

With the staggered four-quarter plan, the traditional three-month summer vacation is virtually eliminated. In a staggered plan of enrollment, three-fourths of the children theoretically are in school while one-fourth are on a three-month imposed vacation.

How the 1969-70 school year would look as four quarters

For the 1969-70 school year, the staggered four-quarter schedule would be as follows:

Twenty-five percent of the students would be on vacation during each quarter and 75 percent would be in school. To illustrate, the fall quarter would begin school on September 2 and end on November 28. Seventy-five percent of the children would be in school during this period and 25 percent on vacation. The winter quarter would begin school on December 1 and end on February 27. Again 75 percent would be in school and another 25 percent on vacation. The spring quarter would begin on March 2 and end on May 29. Here another 25 percent would be on vacation. The summer quarter would begin on June 1 and would end on August 28. At this time, the last 25 percent of enrollment would be on vacation, and therefore, would be in school.

TABLE V

SAMPLE OPERATION OF THE ROTATING FOUR QUARTER PLAN FOR RESCHEDULING THE SCHOOL YEAR

Pupil attendance group*	Fall	Winter	Spring	Summer
Group A	Vacation	School	School	School
Group B	School	Vacation	School	School
Group C	School	School	Vacation	School
Group D	School	School	School	Vacation

*Each group comprises one-fourth of the entire student enrollment.

37. Rotating Semi-Semester Plan (By David Schoonmaker, Rockford, Illinois)

The first idea that Mr. Schoonmker had for making a staggered four-quarter plan more palatable to the public was included in the principal's report to the superintendent in 1956. It is made up of four schedules, each of which are composed of three, 12-week quarters separated by three, four-week vacation periods. By delaying the opening date on each successive schedule for four weeks, the Rotating Quarter Plan could be put into operation.

The year-round plan which is covered here is a 1966 version of the 1956 Rotating Quarter Plan. Mr. Schoonmaker did not propose it as a stop-gap measure to meet the crisis at that time in their district, he felt it had considerable merit for future use.

If Mr. Schoonmaker claims that they are to receive support for referends in their school district in the future, they must eliminate two complaints which lend credence to charges of waste and extravagance, such as:

1. Teachers don't need better salaries, because they only work nine months.
2. Additional schools are not needed when the present ones are not used during the summer, one-fourth of the time.

The author hopes to show that this plan retains most of their present values, introduces new values and offers alternatives that are feasible and desirable on a permanent basis. This version bears the very fancy title of the Rotating Semi-Semester Plan. Briefly, it requires the division of the entire pupil population into four groups with a school attendance schedule for each group. All children in the same family would be in the same group, and follow the same attendance schedule.

In this plan, the calendar year is organized into four school schedules labeled A, B, C and D in the diagram.

Each schedule is composed of four terms of nine weeks each, separated by four vacation periods of three weeks each. Thus, the formula "4(9 + 3)."

Students following the A schedule beginning in June would attend nine weeks, vacation three weeks, attend nine weeks, vacation three weeks, attend nine weeks, vacation three weeks, attend nine weeks, and complete the year in May with three weeks of vacation before starting the next year. This requires 48 weeks from the first day of one year to the first day of the next year. The B, C, and D schedules, respectively, are each rotated three weeks later than its immediate predecessor.

Each schedule provides 36 weeks (180 days) of instruction and 12 weeks of vacation. This year we had 178 days in the school calendar schedule.

The use of nine-week terms is recommended because it is less of a departure from present practice and adds to its flexibility.

1. Reports to parents in the elementary schools are now sent each nine weeks.

2. Pupil accounting methods and courses of study as now used would not need a hurried over-haul.
3. All students would have a three-week vacation within the traditional summer time even though some schools might not follow the four-nine-three plan.
4. Family vacations on the four "nine-three" plan could be planned for four different seasons of the year. People from industry have indicated that this would not be a problem for the employer. Actually, it might be a desirable feature of the plan.
5. Both the school term and the vacations would be educationally and psychologically sound -- long enough to be interesting and short enough to avoid boredom.

The Rotating Semi-Semester Plan or one similar to it has been adopted in Lockport, Illinois and is scheduled to begin operation June 30, 1970. (See No. 61).

38. Rotating Trimester Plan

Another variation of the trimester plan analyzed by the Florida Educational Research and Development Council is the rotating semester plan.

This plan operates much like the rotating four-quarter plan except that the school year is divided into three 75-day trimesters. One-third of the pupils would be on vacation at any one time during the school year, while the other two-thirds would be attending school.

The Council found that if this plan were implemented in Polk County, Florida, it would result in 8.9 percent increase in total expenditures.[20]

To make up for the shortened number of days, class periods would be changed from 50 to 60 minutes with five minutes added for time to change classes. Thus, a six-period school day would require seven and one-half hours beginning typically at 8:30 A.M. and ending at 4:00 P.M. If the number of periods in the day were reduced to five, the school day could be shortened by 65 minutes. Under this plan, teachers would be paid for 12 months, using the four weeks in August for vacation and planning.

If the secondary schools continue the current course offerings, each trimester would require a slight increase in the number of teachers employed in most of the junior and senior high schools. If only three schools would the number of teachers be reduced. Thus, the overall cost for teachers' salaries under this plan would cause it to be necessary to have a classroom for each teacher employed. However, as in the quarter system, the size of classes in many instances would be substantially smaller.

Some variations of the plan allow one-week vacations between trimesters while others allow a major five-week break in the summer. Other variations of the trimester plan accompany the regular summer trimester with summertime enrichment courses.

39. Rotating Twelve-One Plan

In this plan a student attends three or possibly four 12-week quarters. The student has a one-week break between succeeding 12-week periods. A student who chooses to attend a quarter may find that he has 14 weeks away from school before he moves back into the classroom for what could be another 12-week session. This would be followed by another week off before attending two additional 12 weeks on end and one week off session.

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TWELVE-ONE STAGGERED QUARTER PLAN

	Fall	1 Week	Winter	1 Week	Spring	1 Week	Summer	1 Wk.
Group A	Vacation	Vacation	School	Vacation	School	Vacation	School	Vac.
Group B	School	"	Vacation	"	School	"	School	"
Group C	School	"	School	"	Vacation	"	School	"
Group D	School	"	School	"	School	"	Vacation	"

A continuous four-quarter plan of operation is available where the student approaches an enrichment or extended school approach. When a student attends four of four quarters, regardless if it is the twelve-four, the twelve-one, the four-quarter, or four term plan, he is simply attending school longer with regular breaks between units of instruction.

40. Rotating Twelve-Four Plan

Another plan establishes four 12-week quarters with either the month of July or August off each summer. Seventy-five percent of all pupils rotate during each of the three 12-week sessions and everybody has a one-month vacation during the regular established off time.

Here is how the twelve-four plan would work:

TABLE VII

	12 Weeks	12 Weeks	12 Weeks	12 Weeks	
Group A	Vacation	School	School	School	one
Group B	School	Vacation	School	School	month
Group C	School	School	Vacation	School	vacation
Group D	School	School	School	Vacation	

41. Seventy-Ninety Plan

This plan calls for three 70-day semesters, or 210 days of school instead of the present two 90-day semester arrangement. The 70-day semester could have 75 to 80 minute class periods while the traditional 90-day semester currently utilizes the general standard 60-minute period.

The lengthened school day or shortened number of class periods per day would enable the local district to have extra schooling or enable educators to offer an extra semester per school year. The matter of changing the regular day would be subject to negotiations with the local union as would any change in the school calendar.

42. Shorter Day, Longer Year Plan (See Rockford, Michigan Plan)

The "shorter day, longer year" plan whereby all students would attend school for four hours per day, 225 days per year.

43. Six Semester Plan

Students would attend four or five terms per year. It also combines with the Optional Staggered Trimester Plan of operation (16-16-8-8) which could be described as a six term or six semester plan.

The school could also be broken up into six eight-week semesters, and the student body would rotate into attending five of the six semesters. By rotating the calendar, you could utilize the buildings on an all-year basis.

44. Six Term Plan (See Nos. 49 or 23)

45. Sliding Four-Quarter Plan of Operation

By operating a rotated four-quarter plan of operation and sliding your student body from quarter to quarter, each on a different year basis, you would have a year-round school plan. Each student would rotate his off quarter each year.

46. Split Session Year-Round School

A rather different proposal, one which represents a somewhat eclectic pattern of old and new, combines the features of the year-round school and the double session day. Here students are in school four to five and one-half hours a day for 210 to 220 days per year. In this year-round school, teachers work the eight-hour day students are in session. The teaching day in this case is evenly divided among teaching, administration, and professional improvement. Naturally, there are two sessions of students per day, each session having its own group of teachers.

47. Split Trimester Plan

"The New York State Department[21] of Education designed this variation of the trimester plan. It is meant to be a compromise between the regular trimester plan and the traditional summer school plan. An extended school year of 212 to 226 days is divided into two trimesters of 72 to 75 days each. A third semester is divided into two split trimesters, 3A and 3B, each 34 to 38 days long. Attendance at term 3B is optional. If a student chooses to attend term 3B, he has a four to five-week vacation. If he attends only term 3A, he has an 11 to 12-week vacation.

"Term 3B may be completely or partially voluntary. If 3B is to be completely optional, a redesigned curriculum would enable a pupil to begin a new course in the middle of trimesters one and two. Under a partially voluntary plan, school officials would establish a minimum number of terms which pupils must attend, with pupils required to attend some 3B terms but able to elect which ones.

"The partially voluntary arrangement has the advantage of enabling school officials to predict how many pupils will be attending term 3B."

48. Stevenson, Washington 220 All-Year School Plan

THE STEVENSON PLAN
"A Full Year Program"
March, 1968

The program, basically, rests upon a full year employment for all personnel, written as a 220-day contract. The plan offers staff an arrangement whereby approximately one-third of the group teach in the district during summer months, another one-third study and analyze local curriculum problems, and the remainder of the staff attend institutions of higher learning, working on approved areas of study.

Purposes

1. Create an atmosphere on the local level which will attract and retain quality teachers.
2. Study ways of modifying the curriculum so that it more perfectly meets school and student needs.
3. Identify, initiate, and evaluate some new dimensions, techniques, and approaches in all phases of the educational program, including the vocational-technical education field.
4. Provide enrichment programs for students.
5. Provide extended opportunities for teachers to engage in continuous professional growth for the benefit of the students in the district.

The program will be on a five year rotation rather than three with the following sequence:

1. One summer to be spent earning at least nine quarter hours in residence at a certified institution of higher

learning. Planning and prescribing, of course, work shall be the joint responsibility of the teacher and administration, with final approval remaining with the Board.

2. Three of the five summers will be spent in a curriculum research seminar, or in teaching in the summer experience program. Determination will be made by the Board and administration.
3. The fifth summer will be determined by the teacher and the administration in one of the following areas:
   a. Graduate work assignment in an approved college.
   b. Curriculum research seminar.
   c. Teaching in the summer experience program.
   d. Assigned research.
   e. 30 days release with no obligations to the district and no compensation.

Deviations from this rotation may be awarded on recommendation of the superintendent and approval of the board. The first year of employment with the district will include a summer orientation and seminar experience. In event the teacher and administration cannot agree as to the fifth summer program, the final decision will be made by the Board.

Summary

The plan has been in operation for four years and so far many things have already occurred which indicate the plan is advancing the educational climate in the district. These are:

1. Educational level of teaching staff has gone up.
2. Availability of qualified teacher applications has increased tenfold.
3. Staff has entered into additional committee work, as a direct result of the program, aimed at improving educational opportunity.
4. District and very obvious self-evaluation has become standard for teachers in the system. Self-evaluation is in terms of how they can improve themselves, their teaching, their attitude, and school approach to education.
5. Increased concern over individual student attitudes has been evidenced.
6. There definitely has been more public interest and involvement in district schools.
7. A number of unsolicited attempts to solve educational problems have been presented by individual teachers. Such presentations necessitated much additional teacher time and effort, and are an indication of sound teacher response to the program.

8. Understanding of the jobs in different teaching levels has brought better understanding of the function of education and greater tolerance of the role of other members of the staff, to all staff members.

49. Three Block, Three Term Plan (By Marvin J. Overway, Superintendent of Schools, Hudsonville, Public Schools, Hudsonville, Michigan)

The following proposal, according to Mr. Overway, will provide opportunity for their schools to make a step forward toward a year-round school effort:

1. First, Mr. Overway would propose that the school year be divided into three 13-week terms, separated by a block of time of four weeks.

2. At the onset, Terms I, II and III will contain the curricular offerings presently found in the usual two-semester arrangement operating in most of our school programs. One early advantage of this calendar should be reflected through the athletic schedule: the fall sports would be played during Term I, winter sports during Term II and spring sports during Term III. I submit that May, June and July are better months in the state of Michigan to be involved in golf, baseball, tennis, track, etc., than the customary March, April, May arrangement.

3. The services of members of the professional staff should be contracted for three terms and two blocks annually. The "best" teachers should be assigned to work with members of the administrative staff and outside consultants (college professors, psychologists, other successful teachers, etc.) in small research teams diligently attacking problems of instruction and learning during Blocks I, II and III. Ideas emanating from these groups and others could be tested in pilot programs during the following block or blocks.

4. A second group of the professional staff could be involved in remediation and enrichment programs presented during the blocks. Students who have not, for one reason or another, benefited sufficiently from the instructional and learning endeavors of the previous terms could attend a remediation session before advancing to the next sequence of instruction offered during the next term. Other students would have the opportunity to pursue areas of interest in depth through an enrichment program presented in a block between two successive terms.

5. A third group of the faculty could be involved with large and small group instructional and learning procedures. Top-flight social studies lecturers could discuss current concerns in the areas of race relations, problems of large cities, various philosophies of government, etc., in large group sessions while a mathematics instructor renders his services to a student in need of them on a tutorial basis.

6. Other members of the staff could be working in the area of advanced study and/or travel during the block periods. Boards of Education should continue to be encouraged to sponsor programs of study through area universities and colleges, particularly in subject matter areas where needs are profoundly felt in the local system. Foreign language instructors should be encouraged to accompany groups of students to Mexico, French Quebec and other places. Some areas could be visited at low cost during the months of December and April. Incidentally, I would suggest that all so-called "class trips" be scheduled for a block period.

7. Teacher conferences with parents, conferences with other members of common interest areas on a state basis, etc., should be scheduled during the block periods. Would it be possible to arrange for negotiation sessions to take place during the month of April? Of course, each staff member would use a block of his choice for a vacation period.

"Fringe benefits" of this proposal include some of the following:

1. People of our region will have the opportunity to explore and enjoy the advantages of the rapidly developing winter recreation programs: skiing, snowmobiling, etc., during Block I. Florida trips may be arranged by families during this time without loss of student class time. As indicated earlier, foreign travel may be undertaken at reduced rates during the months of December and April.

2. It is anticipated that most students will be challenged to participate in two blocks during a given school year; the "bugaboo" of the long summer vacation with its accompanying loss of retentivity has been eliminated. This writer contends that greater retentivity is achieved by substituting three separate one-month blocks for the usual three-month block in the cases of students who choose to confine their educational experiences to the three terms.

3. Three terms and three blocks provide greater opportunity for short-term investigations and curricular offerings than the usual two-semester plus summer school arrangement..

Obviously, this proposal involves additional costs; publics must, however, be educated to understand that costs and benefits of any undertaking must be considered together.

50. Toledo Plan

A constant quarter plan of operation where students attend similar quarters year after year and never have two consecutive quarters off during the school year.

51. Toledo Plan; On Six Quarters, Off Two Quarters

With this schedule, 75 percent of the student body attends school at any one time. Vacation periods are regularly alternated, but students have the option of attending six quarters in a row and taking two quarters off successively.

52. Traditional Summer School Program

Throughout America the traditional summer school is probably the most familiar type of school year extension although there are indications that is is not as commonly attended as has been generally thought. General features of the traditional summer school program are:

1. The summer school session begins within a week or so after the end of the regular school session and lasts from six to eight weeks. The school day generally begins at 8:00 A.M. and ends at noon.

2. Some of the objectives of the traditional summer school include a) remedial work, b) acceleration, c) provision of courses unavailable to some students during the regular school year, and d) enrichment.

3. The primary objective of students attending this type of session seems to be for remedial (make-up) work or for obtaining required courses for graduation.

3. The traditional summer school is implemented almost exclusively at the high school level.

4. Generally, course offerings are dependent on demand. Attendance is voluntary for both students and teachers.

5. Teacher salaries are generally paid by student tuition.

The traditional summer school session in Utica is a limited program and often involves only a small number of students, usually to make up classes which our pupils failed to pass during earlier sessions.

As a point of information, conducting school during the summer months is quite common throughout the country. In recent years, however, pupil acceleration has played a more aggressive role in secondary schools.

Summer recreational programs, offering activities such as individual and group sports, crafts, and the like, are designed to help children and youth use their leisure wisely. The make up program enables pupils to repeat courses failed during the regular school year. The summer course is usually an abbreviated version of a full term's work. The remedial program is designed to give pupils who have difficulty in specific areas; such as reading, additional subsequent knowledge. The summer enrichment program enabled pupils to take courses that either are not normally offered during the regular school year or will not fit into their regular school year schedule.

Most summer programs last six or seven weeks. Usually pupil attendance is voluntary, but it has been suggested that attendance be mandatory for those pupils who have failed grades or courses or who require remedial assistance. The summer session may be financed by the school district, by tuition or fees, or by a combination of the two (plus a possibility of outside state aid reemburcement for summer school experience).

The objectives of the summer program are primarily educational, but properly organized, they could be operated in an efficient manner.

53. Trimester Plan (See rotated trimester plan of operation (38) or staggered trimester plan of operation (55)

54. Consistant Trimester Plan

Students are placed on a trimester plan, rotated and remain on the same plan throughout their school years.

55. Trimester Plan, Staggered

Students attend two of theee trimesters with the schedule staggered from year to year to alternate vacation periods.

56. Tri-Twelve-Four Plan of All-Year Operation

This plan divides the calendar into thirds. Each third equals 32 weeks of school and four weeks of vacation. After a student has attended three trimesters (36 weeks) of school, he has completed one calendar year. Twelve years are still required for graduation. Only 75 percent of the students are in school at any one time. Every 13th week, school is closed for maintenance and vacation or in-service training. The school day or class hour could be extended to equate lost time.

57. Twelve-Four Plan (See rotated four-quarter plan of operation, No. 39)

58. Twenty-Four Six Plan

Students attend school six months and have six weeks off. They then attend school another 24 weeks and have another six weeks off.

59. Twelve-One Plan (See rotated four-quarter plan of operation, No. 40)

60. 216 x 5 Plan (Portage, Michigan, January, 1969. A proposed extended year-round school plan of operation)

This plan extends the school year from the present 180 days to 216 enrollment days, or stretches the present traditional method. Presently, Portage has 180 x 6= 1080 hours of instruction. A proposed 216 x 5=1080: 216 days for five hours a day would result in 1080 hours of student-teacher instructional time. Under this plan, the basic subjects would be taught in the morning with the afternoon for enrichment, electives and early graduation a possibility. Building requirements, or rooms needed, are about the same as present; however, under emergency conditions, this plan could be adapted to double sessions thus greater utilization of present structure. The lunch program could be dropped, curtailed, or simplified to meet student needs. The afternoon sessions are for only those that elect such opportunities; thus, some students could go home or work upon completion of the morning instructional time. Also, the afternoon enrichment and extracurricular activities could be extended to evening utilization of buildings.

Basically, the vacation structure under this plan is the same with the major change being a shorter summer vacation and with the other vacation periods remaining about the same.

There would be no adjustments or adverse effects upon the present athletic program. This plan could easily expand the physical education program to include swimming and other outdoor activities as part of the total community-school concept.

61. Valley View 45-15 Continuous School Year Plan,* For additional information write:

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Research Office
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*Also see No. 28 and No. 37, Rotating Semi-Semester Plan.

Briefly, the Valley View 45-15 Continuous School Year Plan is a scheduling system that utilizes the school facilities throughout the whole year.

1. The pupil population is divided into four equal groups--A, B, C and D. Children in the same family are always placed in the same time schedule unless the parents requests differently.

2. A calendar has been made up for the next five years. Legal holidays, Saturdays and Sundays, a full week at Christmas, a full week at Easter and at least one week in July have been designated as times when the school is closed.

3. Each of the four groups of pupils will attend 45 class days and then have a 15 class days vacation.

4. But, by staggering the starting date of each group at any one time only three of the groups will be attending classes on any one class day.

5. Teachers and classrooms are scheduled. Because of the size of the pupil population, electronic data processing facilities will be necessary to the scheduling procedure.

6. The four groups always stay in the same order of rotation. In a calendar year each group will attend classes 180 days (four sessions of 45 days per session).

7. This scheduling system will save the Valley View taxpayers the cost of constructing two 30-classroom buildings.

62. Voluntary Summer Program

A voluntary summer program which includes at all levels, enrichment, recreational and compensatory programs for students and/or curriculum development and in-service work for teachers.

This plan does not attempt to educate more students with the existing facilities. Instead, it attempts to enrich the program for students by lengthening the school year. By so doing the students get more instructional time, the teachers work the full year, the buildings are used instead of sitting idle, and costs rise because teachers and staff are paid for the full year. Building capacities remain as under the traditional program. This program has been described as "a more of the same" year-round school.

63. Four Days On, One Day Off Rotation Plan

The school rotates everybody's schedule so that 80 percent of the students attend school each day. By lengthening the day to include a double session for a different class each day, you can increase the efficiency of your building by 20 percent.

64. Three Weeks On, One Week Off

By rotating your students three weeks on and one week off, you can have a series of mini-classes and still have a continuous learning situation.

65. Four Weeks On, One Week Off (See No. 64)

66. Eight Weeks On, Two Weeks Off

By staggering one-fourth of your students in attendance, you can have continuous learning and more efficient utilization of your building.

67. Twelve Weeks On, Four Weeks Off

You stagger the attendance of your pupils so that they attend school continuously and avoid the long summer lay-off yet still utilize your buildings all year round.

FOOTNOTES

[1] Charles O'Dell and Dr. Gene Henderson, "Becky-David, The Year-Round School," *School and Community*, January, 1970.

[2] J. B. White et. al., "Year Round Schools for Polk County, (Gainesville, Florida: University of Florida, College of Education, 1966), p. 38.

[3] Dr. George I. Thomas, "Extended School Year Designs." (Albany, New York: State Education Department, 1966), p. 56.

[4] Ibid. pp. 17-18.

[5] Dr. George I. Thomas, *Setting the Stage for Lengthened School Year Programs* (Albany, New York: University of the State of New York, State Education Department, 1968), p. 21.

[6] Op. cit, p. 93.

[7] "Year-Round Schools for Polk County, Florida: A Feasibility Study." (Gainesville, Florida: Florida Educational Research and Development Council, College of Education, Univeristy of Florida, 1966), pp. 39-43.

[8] J. B. White et. al., "Year Round Schools for Polk County," (Gainesville, Florida: University of Florida, College of Education, 1966), p. 39.

[9] Dr. George I. Thomas, "Extended School Year Designs." (Albany, New York: State Education Department, 1966), p. 94.

[10] Op cit. p. 39.

[11] Dr. George I. Thomas, op. cit. pp. 78-87.

[12] Ibid. pp. 78-87.

[13] "The Rescheduled School Year 1968-S2," National Education Association, Research Division (Washington, D.C.: National Education Association, 1968), p. 32.

[14] Ibid. p. 32.

[15] Ibid. p. 32.

[16] "Year-Round Schools for Polk County, Florida: A Feasibility Study." (Gainesville, Florida: Florida Educational Research and Development Council, College of Education, University of Florida, 1966), p. 12.

[17] The Punxutanwney-Franklin Flexible All-Year School. (As found in the Winston-Salem/Forsyth, South Carolina extended school year study, pp. 16-17, June, 1968.)

[18] Quadrimester Plan. (From Winston-Salem/Forwyth, South Carolina extended school year plan, June, 1968, pp. 22-24.)

[19] "Year-Round Schools for Polk County, Florida: A Feasibility Study." (Gainesville, Florida: Florida Educational Research and Development Council, College of Education, University of Florida, 1966), p. 11.

[20] Ibid. p. 44.

[21] "The Rescheduled School Year 1968-S2," National Education Association, Research Division (Washington, D.C.: National Education Association, 1968), p. 28.

APPENDIX E

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APPENDIX F

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FORWARD STEPS
in Education

VOL. 7 No. 4 UTICA COMMUNITY SCHOOLS MARCH, 1970

School For Twelve Months A Year Instead Of Nine? Across the nation, this question is being raised more and more these days.

Growing student enrollments, changing vacation patterns, added educational requirements for college and careers, and the rising costs of educational buildings and manpower are forcing the issue into consideration.

The Utica Community Schools is among the districts that believe year-round schools deserve an honest appraisal.

"There is no question that we might encounter some problems in a year-round program," said Schools Supt. Phillip Runkel. "But the possible benefits of such a system make it worth studying."

The school district began considering year-round schools in 1967, when the Board of Education contracted Dr. Fred Vescolani of Michigan State University to conduct a historical study of the twelve-month school year.

This study led to the establishment of a broadly-based Citizens Advisory Committee to explore the local financial and educational feasibility of year-round schools in September, 1968.

One of the committee's first findings was a preference for a "staggered" four quarter system. That is, there would be equal student enrollment for four quarters, each of 12 weeks duration. Students would attend classes for three quarters. Vacations would be distributed throughout the year.

Also in 1968, the State Legislature of Michigan had become interested enough in year-round schooling to set aside $100,000 to assist the school districts with their studies.

The Utica Schools was among 47 school districts to apply for a grant. It was awarded $19,500 by the Michigan Department of Education in March, 1969. Don Elliott, administrative assistant to the school superintendent, was named to coordinate the study.

The local study began in July, 1969, with the gathering of more than 200 books, periodicals and newspaper articles, and two doctoral dissertations, on year-round schools.

In September, 20 faculty and citizen committee members attended a Port Huron conference. They heard national speakers on the 12-month plan and held discussions with representatives of the six other school districts sharing the $100,000 state grant. The districts were Port Huron, Northville, Okemos, Lansing, Freedland and Ann Arbor.

Since then, all school departments have been analyzing the implications of a 12-month education cycle. (See page 2)

The school district has also prepared what is believed to be the largest battery of opinion surveys on year-round schools ever conducted in the nation. The surveys will be taken in March. (See page 3)

The citizens committee has continued to screen all facets of the study. Final reports will be presented to the Michigan Department of Education by June 30.

The Board of Education will make a final determination on whether to proceed with the study.

Even if the findings weigh in favor of beginning a twelve-month operation, it is likely to be several years before it would effect building or personnel costs.

Elliott, the study coordinator, notes that the following issues would have to be resolved before a year-round school program could take effect:

Curriculum revision, preventative maintenance scheduling, administrative training and structure revision, public and student informative programs, community recreation revision, scheduling of individual students, transportation revision, extra curricular eligibility of high school students, vacation schedule, the school calendar and recruitment program revisions.

"Year-round schools signify a radical change from the nation's current educational system," Elliott said.

"We would want to be absolutely sure we have explored all its implications and problems before going ahead. This is a necessity in order to protect current students from changes that would not have a wholesome effect on their educational future."

a special report on

The Four Quarter Year-Round School Study

This special [illegible] [illegible] [illegible] of the progress of a study of the four quarter year-round school program.

The cost of publishing this edition has been financed by a grant from the Michigan Department of Education.

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Pros and Cons of Four Quarter Education Weighed

"I am for year-round schools because it would eventually reduce taxes needed for new school buildings."

"I am against year-round schools because I want my children to have their vacations with the family in the summer."

These two statements, no doubt echoing conversations held in the school district this year, point out an essential fact about the 12-month school year study that is underway.

The fact is that year-round schools are a dramatic change from the traditional educational pattern, contining both potential advantages and disadvantages.

The Utica Community Schools study is attempting to sift the implications of year-round schools before making its judgment on what is best for the total community.

So that residents can become better informed about year-round schools, listed below are some of the implications of the plan.

The "advantages" represent potential improvements over the current educational patterns. The "disadvantages" represent potential unfavorable changes. The "other implications" need to be explored further to determine their overall effect on the school district's educational programs.

STUDENTS

ADVANTAGES – By attending high school for four quarters each year, some students may be able to accelerate their graduation.

By attending school for four quarters each year, students could broaden or enrich their education.

Pupils with prolonged illnesses could catch up by attending school during their vacation quarter. A pupil having difficulty in a class would have to attend it only 12 weeks, rather than the current 20 weeks and could repeat it immediately thereafter.

There would be a greater opportunity for a combined or alternating school and work program for students.

DISADVANTAGES – Under the all-year plan, some students would have to take their vacation during seasons of the year other than the summer. Traditional family vacation plans may be disrupted.

Mothers who work may have a difficult time finding babysitters for children on vacation at different periods of the year. For example, a family's first grade student may be attending school in the fall and a fifth grader may be on vacation during the same period.

There may be a placement problem for pupils entering the Utica Community Schools or transferring to other school systems.

Pupils may have to adjust to new classmates, schedules and teachers three times a year, instead of two.

In certain areas, such as music and mathematics, the continuity of instruction may be difficult to maintain if a student does not have the same teacher for three quarters.

Students whose vacations fall in January and February may have to spend much of their free time indoors under the supervision of their parents or a hired babysitter.

OTHER IMPLICATIONS – Since only 25% of public school students would be on vacation at one time, this would reduce the number who are seeking school-recreational or cultural activities at anytime during the year. But community agencies which provide recreation programs may have to consider using buildings other than schools if they are filled with children year-round.

The four quarter plan may change student employment opportunities. It is not known as yet whether students would have a better chance of getting a job if they were on vacation other than during the summer.

Extra-curricular activities, such as Student Council, yearbook and newspaper staff, etc., may function year-round. It is not known whether the continuity of these activities would be adversely affected by the fact that students would participate in them for only three out of the four quarters.

Year-round schools would change the traditional pattern of enrolling in school, scheduling for classes, graduation, transferring into or out of the school district, and such non-classroom items as parent-teacher conferences and kindergarten roundup.

Student participation in sports would have to be considered carefully in a year-round program. Special scheduling consideration may have to be given to athletes, such as basketball players, who would play during the Winter quarter.

BUSINESS

ADVANTAGES – A school in use 12 months could accommodate 25% more students, and this would reduce the need for new additional school buildings to keep pace with student enrollment growth by 25%. For example, an elementary school that currently enrolls 600 pupils during two semesters could accommodate 750 pupils in a 12-month program. Similarily, a high school serving 2,000 pupils for nine months could hold 2,500 students each full year.

If fewer employees are needed in a year-round school program, there could be a reduction in the school district's contributions to fringe benefit plans.

DISADVANTAGES – Most schools would have to add complete air conditioning systems in order to provide a hospitable educational atmosphere for students during the hot summer months.

It would be much more difficult to maintain school buildings. Because schools would be in use all yaar, the necessity for rapid repairs might require evening and weekend work at an increased cost to the school district.

The maintenance and overhaul of school buses would be more difficult in a year-round program. They would need to be replaced more often and they might have to travel greater distances to accommodate the student population of any one school. Annual bus insurance costs could also rise.

The increased flexibility of curriculums may result in additional textbook and educational equipment costs.

OTHER IMPLICATIONS – The largest portion of the school budget is devoted to personnel salaries. Whether an all-year plan would reduce the total annual cost of personnel salaries is not known at this time.

Experience would tell whether there would be a long range savings in textbooks, laboratory equipment and teaching machines, since more students would use them every year.

CURRICULUM

ADVANTAGES – A more flexible and more comprehensive program of study may be provided under a four-quarter program.

(cont. on page 4)

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Opinion Survey to Probe Community Reaction to Plan

The voice of the people will be heard. And how! ! !

What is believed to be the most comprehensive series of opinion surveys ever conducted on the 12-month school year in the nation will begin locally this month.

More than 4,500 residents, teachers, students, school administrators and business and industrial officials will be asked their feelings about the proposed four-quarter year-round schools program.

The replies to the surveys will have a major impact on future decisions regarding the year-round schools study, according to Schools Supt. Phillip Runkel.

"Community support is crucial to whether or not we enter into this program," Runkel said.

The surveys are being financed by the Michigan Department of Education grant. They were prepared by Cass Franks, administrative assistant for school-community relations, in consultation with George Glinke, administrative intern, Dr. Sam Moore, of Michigan State University's department of higher learning, and James Leavell, director of research, Macomb Intermediate School District.

The opinions of all segments of the school district population who would be affected by year-round schools will be sought in the surveys. Most are being pre-tested at this time.

A scientific "probability sampling" of 533 residents has been chosen for personal interviews by trained opinion researchers.

The selection formula carries a 98 per cent certainty that the opinions of the 533 persons interviewed will reflect those of all residents in the school district.

Interviews will be conducted in each quarter-mile section of the school district. Each interviewer will present an authorized letter of introduction. The results will be tabulated by computer.

A student survey will be administered to all ninth and eleventh graders at Utica, Stevenson and St. Lawrence high schools, as well as eighth grade pupils at Trinity Lutheran Elementary.

The school district's 900 teachers will receive another survey and all administrators will be asked to discuss the major concerns for each of their departments and employees.

Surveys will also be mailed to the estimated 300 business and industrial firms in the school district. The Metropolitan Chamber of Commerce, serving Warren and Sterling Heights, has also sent the survey to more than 400 organizations outside the school district.

Year-Round School Study Revives Historical Pattern

The 12-month school year is nothing new.

Rather than being a modern concept in American education, year-around schools are one of the oldest.

During the first half of the 1800's, the school systems of Buffalo and New York operated for 12 months each year, while the Baltimore, Chicago and Cincinnati schools were open 11 months.

Detroit's school year was 259 days long in 1840.

George Glinke, a school district administrative intern, learned these facts while compiling a history on school attendance patterns for Utica's year-around study.

Glinke's research revealed that, while the number of school days dropped in urban areas as the prosperous 20th Century approached, the opposite happened in rural communities.

Farming students attended classes only in the late Fall, Winter and early Spring prior to the Civil War, but averaged 168 days a year by 1940.

With the exception of the Great Depression of the 1930's, the 180-day, two-semester, education plan has been the general standard for America since about 1920, according to Glinke.

But returns to other variations are not uncommon. Glinke said a number of school districts in America have recently studied the staggered four-quarter system that Utica is considering, but none have adopted it.

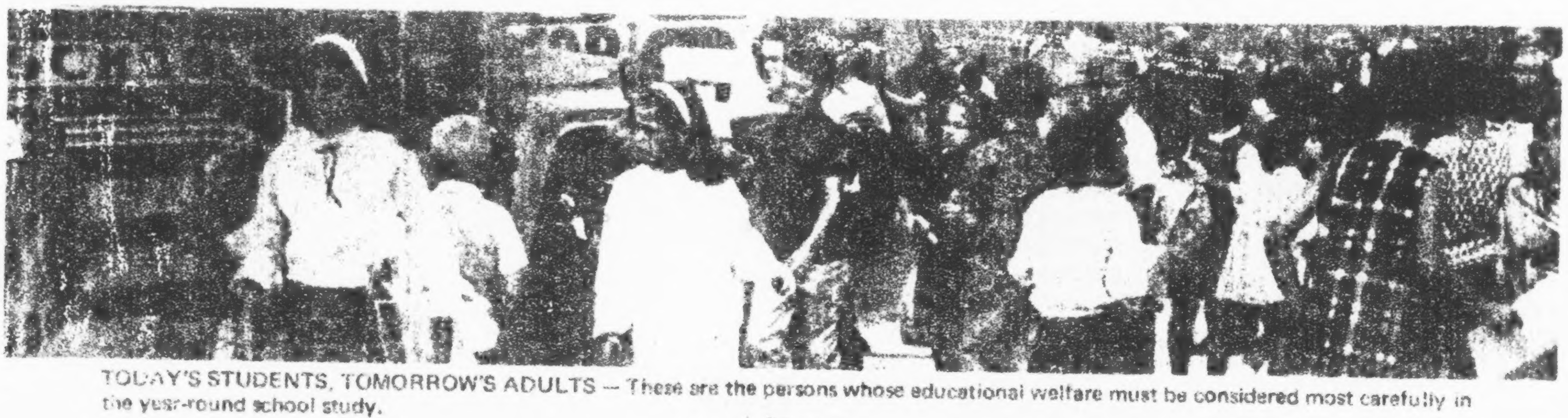
However, in metropolitan Atlanta, Ga., a modified four-quarter schooling plan was initiated in 1968. The school year is divided into four quarters, but attendance during the summer quarter is optional.

Another system, the Valley View School District in Lockport, Ill., is planning to divide its school year into four 45-day attendance, 15-day vacation, periods beginning in June.

The major reason most year-around school programs have failed, according to Glinke's research, is that the potential economic savings of a four-quarter system have been offset by parent opposition to mandatory student attendance during the summer.

"However, we should not conclude that the year-around school program cannot be successful in Utica," Glinke noted.

"Each school community has its own unique characteristics and should make its own decision with regards to this issue," he said.



TODAY'S STUDENTS, TOMORROW'S ADULTS — These are the persons whose educational welfare must be considered most carefully in the year-round school study.

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Plan Pro-Cons Weighed

(cont. from page 2)

During any given hour, current students now take one course a semester, or two courses a school year. For example, English I and English II. Under a four quarter plan, a student could take three courses during the same class hour. For example, English I the first quarter, English II the second quarter, and Speech, Drama or Interpretive Reading the third quarter. In addition, because more courses could be offered during a school year, they could be more closely structured to student levels of achievement.

More graduating students could gain admission to the college of their choice by entering other than during the Fall quarter.

DISADVANTAGES -- A four quarter program would require that all courses be offered at least twice in a school year so that all students may have the opportunity to take them. Specialized courses which are hard-pressed for sufficient student enrollment right now might be even harder to fill under the new plan.

A twelve week period may be too short a time in which to organize the body of subject matter of a course into a comprehensive unit.

OTHER IMPLICATIONS -- All children now begin their education in September. A year-round system may permit new students to enter during the quarter nearest to their fifth birthday.

PERSONNEL

ADVANTAGES -- If more employees worked on a year-round basis fewer total employees would be needed. This may reduce recruiting efforts and office work regarding personnel.

A four quarter system could give more flexibility to teaching contracts. If a teacher wished to improve his or her skills by taking courses that are not currently available during the summer, the teacher could plan ahead and take an off-quarter vacation at the time a desired course would be offered.

DISADVANTAGES -- If school secretaries and teachers were opposed to working during the summer quarter, it may be difficult to staff classes and school buildings.

Unless school activities conform to a four quarter term throughout Michigan, it would be difficult to schedule some regional institutes and conferences for staff members.

It may be difficult to hire maintenance personnel to work afternoon and evening shifts in order not to distract school programs that would be underway during the day.

ADMINISTRATION

DISADVANTAGES -- Additional administrative staff may be needed to plan and supervise a year-round school program. This would partially be due to the increased difficulty of scheduling procedures and office duties, plus the need to provide vacations for school principals who do not have assistants.

Secondary school student scheduling currently consumes a great deal of time of both principals and counselors each semester. This task would be increased if a four quarter enrollment plan were instituted.

UTICA COMMUNITY SCHOOLS
FORWARD STEPS IN EDUCATION
A Publication of the Board of Education
52188 Van Dyke, Utica, Michigan 48087
739-0400

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APPENDIX G

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APPENDIX H

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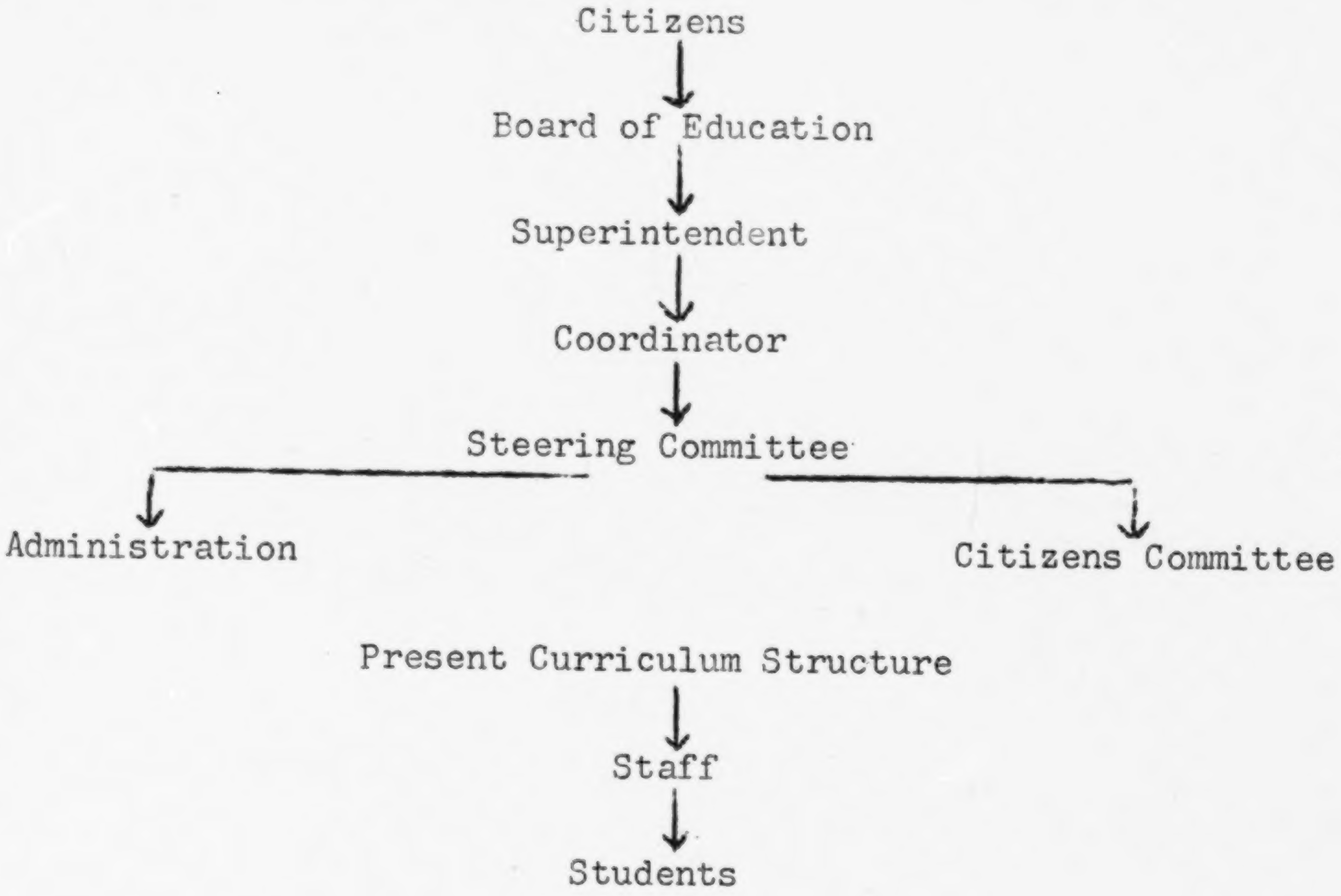
FLOW CHART FOR YEAR-ROUND SCHOOL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Citizens Committee
Present Curriculum Structure
Staff
Students

STEERING COMMITTEE, FRIENDS OF THE STUDY AND MEMBERS OF THE BOARD OF EDUCATION

A. Steering Committee

The Steering Committee is composed of Phillip Runkel, Superintendent of Schools; Don Elliott, Administrative Assistant to Superintendent of Schools; Art Harper, Director of Secondary Education; Leonard Morrison, Director of Elementary Education; Donald Bemis, Assistant Superintendent for Personnel; John Rewalt, Administrative Assistant for Business Affairs; Cass Franks, Administrative Assistant of Community Relations; Joseph Rivard, Director of Community Education; and George Glinke, Administrative Intern.

B. Friends of the Study

Mrs. Harriet Robertson, President of the Utica Education Association; Dr. Jack Greenstein, Coordinator of Student Teaching in Utica representing Central Michigan University; Dr. Samuel Moore, Educational Consultant from Michigan State University; and Dr. Donald Bush, **friend** of the year-round school feasibility study, representing the staff at Central Michigan University.

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APPENDIX I

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Official 1969-70 Utica Community Schools Calendar.

As compiled by

George B. Glinke

The present school calendar contains two semesters of ninety and ninety-one days in length for secondary schools and eighty-eight and eighty-nine days respectively for elementary school children. The difference for the time change in elementary is to account for four days parent-teacher conferences for the school year.

Teachers are in attendance 187 days, six more than the children. These six days are broken down into one day for the opening of school on September 2, 1969, two days teacher institute on October 23 and 24, 1969, one day to close school after the first semester on January 23, 1970, and two days to close the school year on June 11 and 12, 1970.

In 1969 summer school began on June 23, 1969 and ran six weeks through August 1, 1969. The program was, by and large, make-up, but efforts were made to include a variety of enrichment classes as well.

Summer school for 1969 began one week after the regular school year closed and if this pattern would continue, the 1970 summer school program would begin on June 22, 1970 and run through July 31, 1970.

As you study this and the other four calendars, compare and analyze in your own mind, first of all, how difficult it is to construct a practical working calendar, and secondly, see for yourself how the different year-round school calendars would effect the typical school year here with Utica Community Schools.

The 1969-70 school calendar follows:

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Fall semester begins September 2, 1969
Fall semester closes January 23, 1970

Spring semester begins January 26, 1970
Spring semester closes June 12, 1970

Summer school (if it follows a similar pattern as the previous year) would begin June 22, 1970 and close July 31, 1970.

The typical two semester, six week summer school calendar as follows:

September, 1969	20 days attendance in September (21 for staff)
1 2 3 4 5	September 1, legal holiday - no school September 2, school begins for staff, pupils begin September 3
8 9 10 11 12	
15 16 17 18 19	
22 23 24 25 26	
29 30	
October, 1969	21 days attendance in October (23 for staff)
1 2 3	
6 7 8 9 10	
13 14 15 16 17	October 16 & 17, teachers institute days - no school
20 21 22 23 24	
27 28 29 30 31	
November, 1969	18 days attendance in November (16 days attendance for elementary)
3 4 5 6 7	November 6 & 7, elementary parent-teacher conferences in Sterling Heights - no school for these pupils
10 11 12 13 14	November 13 & 14, elementary parent-teacher conferences in Utica and Shelby Township - no school for these pupils
17 18 19 20 21	
24 25 26 27 28	November 27 & 28, legal holiday - no school
December, 1969	17 days attendance in December
1 2 3 4 5	
8 9 10 11 12	
15 16 17 18 19	
22 23 24 25 26	December 24 - January 2, legal holiday - no school
29 30 31	

January, 1970	14 days attendance in January for first semester (15 for staff)
1 2	January 1 & 2, legal holiday - no school
5 6 7 8 9	
12 13 14 15 16	
19 20 21 22 23	January 23, end of first semester - no school for pupils
26 27 28 29 30	January 26, second semester begins
February, 1970	20 days attendance in February
2 3 4 5 6	
9 10 11 12 13	
16 17 18 19 20	
23 24 25 26 27	
March, 1970	19 days attendance in March
2 3 4 5 6	
9 10 11 12 13	
16 17 18 19 20	
23 24 25 26 27	March 26, spring recess at end of day
30 31	
April, 1970	19 days attendance in April (17 days for elementary schools)
1 2 3	
6 7 8 9 10	April 6, schools re-open April 9 & 10, elementary parent-teacher conferences in Sterling Heights - no school for these pupils
13 14 15 16 17	April 16 & 17, elementary parent-teacher conferences in Utica and Shelby Township - no school for these pupils
20 21 22 23 24	
27 28 29 30	
May, 1970	20 days attendance in May
1	
4 5 6 7 8	
11 12 13 14 15	
18 19 20 21 22	
25 26 27 28 29	May 29, legal holiday - no school

June, 1970	8 days attendance in June (10 for staff)
1 2 3 4 5	
8 9 10 11 12	June 12, end of school year
15 16 17 18 19	
22 23 24 25 26	June 22, summer school opens (if past policies are followed)
29 30	7 days attendance in summer school in June
July, 1970	22 days attendance in July (subject to July 3 review)
1 2 3	July 3, legal holiday - no school (subject to review)
6 7 8 9 10	
13 14 15 16 17	
20 21 22 23 24	
27 28 29 30 31	July 31, end of summer school
August, 1970	Vacation time - no school
3 4 5 6 7	School to begin first Tuesday (subject to review) following Labor Day, which is the first Monday in September and falls in 1970 on September 7. School would normally begin on the eigth of September.
10 11 12 13 14	
17 18 19 20 21	
24 25 26 27 28	
31	
September, 1970	
1 2 3 4	
7 8 9 10 11	September 8, school begins (subject to review)
14 15 16 17 18	
21 22 23 24 25	
28 29 30	

The present school year is broken down into the following phases:

The first semester is in attendance 94 days and students 90 days. The elementary school children, because of parent-teacher conferences, attend school 88 days and according to school officials, the State of Michigan is going to change their procedure in this area, which means a new policty toward parent-teacher conferences within the near future.

The second semester finds the staff in attendance 93 days and pupils in attendance 91 days. The elementary school pupil is in attendance 89 days with two off for parent-teacher conferences.

The final count finds secondary pupils in attendance 181 days, elementary pupils in attendance 177 days and staff members in attendance 187 days excluding holidays. The six days staff is in school are one day to open school first semester, two days teacher institute, and one day to close first semester. The last two days are to close school at the end of the second semester.

The school calendar is influenced by the State of Michigan, which states at the present time that 60 percent of a districts pupils must be attending school at one time to gain credit for that attendance day. 180 attendance days are required by the State Board of Education to receive full state aid.

The local school district can extend the length of the school year, as evidenced by our six weeks summer school. The local school district can also offer adult education, community enrichment classes, summer enrichment, elementary enrichment classes and a host of other activities through its community-school concept, under the direction of Mr. Joe Rivard. In addition to the above mentioned classes, the Utica Community Schools utilizes school building for Teen Club activities, senior citizens activities, and adult recreation needs.

One big influence, as to the rescheduled school year, is the teachers union. The present school calendar was negotiated through "good faith" bargaining as provided by Public Act 379 passed in 1965. This act provides for collective negotiations for recognized school groups. The teachers union is indeed concerned as to the final school calendar and how it may effect them.

This feasibility study would not be complete if various school groups were not taken into consideration with regards to the extended school year, as they will determine any future success or failure of any change from present school operation.

A proposed four-quarter year-round school calendar rotated for the Utica Community Schools 1969-70, as it would apply with the present master agreement.

As compiled by
George B. Glinke

This calendar contains sixty days attendance for staff and pupils but does not provide time to open and close school, which would be handled accordingly.

The summer quarter begins July 1, 1969 and run through September 24, 1969 with July 4 and September 1 off as legal holidays. September 25 and 26 would be free days.

The fall quarter begins on September 29, 1969 and runs through December 23, 1969 where the quarter ends with Christmas vacation through January 5, 1970. The quarter provides time off for Thanksgiving vacation and the regular Christmas break as well. This quarter is sixty days in length for both staff and pupils.

The winter quarter begins on January 5, 1970 and runs through March 26, 1970, which is the day prior to Good Friday, and remains closed during Easter vacation. This quarter is fifty-nine days in length for staff and pupils.

The spring quarter would begin after Easter vacation on April 6, 1970 and run through June 27, 1970. Time is provided for Memorial Day vacation, and June 30, 1970 is a free day. This quarter is sixty days in attendance for both staff and pupils.

You can see by studying the attached school calendar that a four quarter calendar can be worked out. The length of traditional vacation periods may have to vary from year to year, but this would likely be resolved at the bargaining table. The release time to open and close quarters remains a serious problem at this time and has to be resolved by a legal interpretation from the Michigan State Department.

When state aid is paid on a sixty day quarter attendance, does the local district pick up the extra cost to open and close school eight times a year? This means eight days from the 240-day school year or an additional eight days added on to the 240 days to now read 248 days or an increase of three percent. This means a great deal of money to a school district.

The summer quarter could be less days in length if the class period or school day were lengthened. As the summer quarter were shortened in number of days, so could the time between quarters be lengthened. All changes in the present school year would, of course, be subject to review. The calendar would change from year to year, but could remain consistant with the fiscal calendar year July 1 through June 30 for computation of state aid four times a year.

Many changes can be made in the calendar to provide time to open and close schools for purposes of general housekeeping chores.

A sample four-quarter plan follows:

Summer Quarter 60 days in attendance for staff and pupils

July 1, 1969 22 days attendance in July

1 2 3 4 July 4, Independence Day - no school

7 8 9 10 11

14 15 16 17 18

21 22 23 24 25

28 29 30 31

August, 1969 1 21 days attendance in August

4 5 6 7 8

11 12 13 14 15

18 19 20 21 22

25 26 27 28 29

September, 1969 17 days attendance in September

1 2 3 4 5 September 1, Labor Day - no school

8 9 10 11 12

15 16 17 18 19

22 23 24 25 26 September 25 & 26, free days - no school

29 30

Start July 1, 1969

Close September 24, 1969

60 days total attendance in summer quarter

Fall Quarter 60 days attendance for staff and pupils

September, 1969 2 days attendance in September

29 30

October, 1969 23 days attendance in October

1 2 3

6 7 8 9 10

13 14 15 16 17

20 21 22 23 24

27 28 29 30 31

November, 1969 18 days attendance in November

3 4 5 6 7

10 11 12 13 14

17 18 19 20 21

24 25 26 27 28 November 27 & 28, Thanksgiving vacation-no school

December, 1969 17 days attendance in December

1 2 3 4 5

8 9 10 11 12

15 16 17 18 19

22 23 24 25 26 December 24 - January 4, 1970, Christmas vacation - no school

29 30 31

Start September 29, 1969

Close December 23, 1969

Winter Quarter 59 days attendance for staff and pupils

January, 1970 20 days attendance in January

1 2 January 1 & 2, Christmas vacation - no school

5 6 7 8 9

12 13 14 15 16

19 20 21 22 23

26 27 28 29 30

February, 1970 20 days attendance in February

2 3 4 5 6

9 10 11 12 13

16 17 18 19 20

23 24 25 26 27

March, 1970 19 days attendance in March

2 3 4 5 6

9 10 11 12 13

16 17 18 19 20

23 24 25 26 27 March 27 - April 5, Easter vacation - no school

30 31

Start January 5, 1970

Close March 26, 1970

Spring Quarter 50 days attendance for staff and pupils

April, 1970 19 days attendance in April

1 2 3

6 7 8 9 10

13 14 15 16 17

20 21 22 23 24

27 28 29 30

May, 1970 20 days attendance in May

1

4 5 6 7 8

11 12 13 14 15

18 19 20 21 22

25 26 27 28 29 May 29, Memorial Day - no school

June, 1970 21 days attendance in June

1 2 3 4 5

8 9 10 11 12

15 16 17 18 19

22 23 24 25 26

29 30 June 30, free day - no school

Start April 6, 1970

Close June 29, 1970

A proposed twelve one plan year-round school calendar for the Utica Community Schools, for the 1970-71 school year, subject to review.

As compiled by

George B. Glinke

The following twelve-one plan of operation provides a rotating period of operating schools on a year-round basis. The student would elect to attend three of four quarters and have time off from school in between quarters.

The fall quarter would be started late to coincide with Christmas vacation for the 1970-71 school year and would be subject to review, in the future, should the district move in this direction.

The fall quarter would begin on September 29, 1970 and close on December 23, 1970 for the Christmas holidays, being sixty days in length.

The winter quarter would begin after the holidays on January 4, 1971 and run sixty days through March 26, 1971.

The spring quarter would begin April 5, 1971 after a one week break and run through June 30, 1971 with Good Friday, Easter Monday, and Memorial Day off.

The summer quarter would begin on July 6, 1971 following the July 4 holiday and end on September 28, 1971 after getting release time for Labor Day. The big problem with closing this summer quarter on the 28th of September is the fact that you would have to start the fall quarter on the 29th of September in order to complete sixty days prior to the traditional Christmas vacation.

The twelve-one plan with sixty days of attendance, keeping traditional holidays and paid vacations, becomes very close and would have to be reviewed by all parties involved. The lack of days to open and close school, plus trying to provide time between quarters and still have sixty days in attendance, make this twelve-one plan very difficult to handle.

The twelve-four plan, the twelve-one plan, and the four quarter plan would all appear to give the district problems, which although are insurmountable, do present some major obstacles to overcome. The modified summer quarter plan with a nine week summer quarter and lengthened class period during the summer time may present our district a more resolvable solution to year-round schools for the future.

The twelve-one calendar follows:

Fall Quarter 60 days attendance for staff and pupils

September, 1970 2 days attendance in September

29 30

October, 1970 22 days attendance in October

1 2

5 6 7 8 9

12 13 14 15 16

19 20 21 22 23

26 27 28 29 30

November, 1970 19 days attendance in November

2 3 4 5 6

9 10 11 12 13

16 17 18 19 20

23 24 25 26 27 November 26 & 27, legal holiday - no school

30

December, 1970 17 days attendance in December

1 2 3 4

7 8 9 10 11

14 15 16 17 18

21 22 23

Begins September 29, 1970

Closes December 23, 1970

Winter Quarter   60 days attendance for staff and pupils

January, 1971   20 days attendance in January

4 5 6 7 8
11 12 13 14 15
18 19 20 21 22
25 26 27 28 29

February, 1971   20 days attendance in February

1 2 3 4 5
8 9 10 11 12
15 16 17 18 19
22 23 24 25 26

March, 1971   20 days attendance in March

1 2 3 4 5
8 9 10 11 12
15 16 17 18 19
22 23 24 25 26

Begins   January 4, 1971
Closes   March 26, 1971

Spring Quarter   60 days attendance for staff and pupils

April, 1971   18 days attendance in April

5 6 7 8 9   April 9 & 12, legal holiday - no school
12 13 14 15 16
19 20 21 22 23
26 27 28 29 30

May, 1971   20 days attendance in May

3 4 5 6 7
10 11 12 13 14
17 18 19 20 21
24 25 26 27 28
31   May 31, legal holiday - no school

June, 1971   22 days attendance in June

1 2 3 4
7 8 9 10 11
14 15 16 17 18
21 22 23 24 25
28 29 30

Begins   April 5, 1971
Closes   June 30, 1971

Summer Quarter 60 days attendance for staff and pupils

July, 1971 19 days attendance in July

5 6 7 8 9 June 5, legal holiday - no school

12 13 14 15 16

19 20 21 22 23

26 27 28 29 30

August, 1971 22 days attendance in August

2 3 4 5 6

9 10 11 12 13

16 17 18 19 20

23 24 25 26 27

30 31

September, 1971 19 days attendance in September

1 2 3

6 7 8 9 10 September 6, Labor Day - no school

13 14 15 16 17

20 21 22 23 24

27 28

Begins July 6, 1971

Closes September 28, 1971

A proposed twelve-four year-round school calendar for the Utica Community Schools, for the 197-71 school year, subject to review.

As compiled by

George B. Glinke

The following twelve-four plan would provide four quarters of sixty days of pupil attendance where students would attend three of four staggered quarters and everybody would have four weeks vacation during the months of either July or August.

Since August has been tentatively a vacation period for the purposes of this proposed twelve-four plan, school will be closed during that period of time for one month preceeding Labor Day weekend. This year, this particular weekend is one week late so Easter vacation will also be late by approximately one week.

By utilizing the twelve-four plan of four sixty-day quarters rotated and providing a four week block off during the months of August, one eliminates Christmas vacation, Easter vacation, and relatively speaking, puts the present school calendar into a very tight bind. That is all without providing days for opening and closing school for general housekeeping and records days.

The fall quarter will begin on September 8, 1970, the day following Labor Day, and run through December 2, 1970. The only off time during this quarter would be for both Thanksgiving and the day following.

The winter quarter would begin December 3, 1970 and run through March 2, 1971. The Christmas break would be December 24 & 25, and New Years break would be December 31 and January 1. The 28th, 29th, and 30th of December would be in school (subject to review). The reason the days preceeding Christmas and New Years are closed is because twelve month school employees receive eleven paid holidays which are part of those eleven days.

The spring quarter would begin March 3, 1971 and run through May 27, 1971. Easter vacation would consist of Good Friday and Easter Monday, April 9 and 12, 1971.

The summer quarter would begin June 1, 1971 and run through August 24, 1971. The two days vacation would be May 31, Memorial Day, and July 5, Independence Day.

The off time from the twelve-four plan would be from August 25, 1971 through September 6, 1971 or two weeks.

The problem with the twelve-four plan is that you don't have enough time to fulfill the number of legal holidays and still get in four sixty-day quarters on a rotating basis.

The twelve-four plan is as follows and becomes much like the four-quarter staggered program. Time must be provided for opening and closing school. Paid legal holidays and traditional holidays combine to make a year-round school, under the twelve-four plan, difficult if not impossible. Students would elect to choose three of the four quarters, thus giving flexibility in a year-round school concept.

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Fall Quarter, 1970   60 days attendance for staff and pupils

September, 1970   17 days attendance (12 - 4) fall

7 8 9 10 11   September 7, legal holiday - no school

14 15 16 17 18

21 22 23 24 25

28 29 30

October, 1970   22 days attendance (12 - 4) fall

1 2

5 6 7 8 9

12 13 14 15 16

19 20 21 22 23

26 27 28 29 30

November, 1970   19 days attendance (12 - 4) fall

2 3 4 5 6

9 10 11 12 13

16 17 18 19 20

23 24 25 26 27   November 26 & 27, legal holiday - no school

30

December, 1970   2 days attendance (12 - 4) fall

1 2

Begins	September 8, 1970
Closes	December 2, 1970

Winter Quarter, 1970 60 days attendance for staff and pupils

December, 1970 18 days attendance (12 - 4) winter

3 4

7 8 9 10 11

14 15 16 17 18

21 22 23 24 25 December 24 & 25, legal holiday - no school

28 29 30 31 December 31, legal holiday - no school

January, 1971 20 days attendance (12 - 4) winter

1 January 1, legal holiday - no school

4 5 6 7 8

11 12 13 14 15

18 19 20 21 22

25 26 27 28 29

February, 1971 20 days attendance (12 - 4) winter

1 2 3 4 5

8 9 10 11 12

15 16 17 18 19

22 23 24 25 26

March, 1971 2 days attendance (12 - 4) winter

1 2

Begins December 3, 1970

Closes March 2, 1971

Spring Quarter, 1971 60 days in attendance for staff and pupils

March, 1971 21 days in attendance (12 - 4) spring

3 4 5

8 9 10 11 12

15 16 17 18 19

22 23 24 25 26

29 30 31

April, 1971 20 days attendance (12 - 4) spring

1 2

5 6 7 8 9 April 9 & 12, legal holiday - no school

12 13 14 15 16

19 20 21 22 23

26 27 28 29 30

May, 1971 19 days attendance (12 - 4) spring

3 4 5 6 7

10 11 12 13 14

17 18 19 20 21

24 25 26 27 28

31 May 31, Memorial Day - no school

Begins March 3, 1971

Closes May 27, 1971

Summer Quarter, 1971 60 days attendance for staff and pupils

June, 1971 22 days attendance (12 - 4) summer

1 2 3 4

7 8 9 10 11

14 15 16 17 18

21 22 23 24 25

28 29 30

July, 1971 21 days attendance (12 - 4) summer

1 2

5 6 7 8 9 July 5, legal holiday - no school

12 13 14 15 16

19 20 21 22 23

26 27 28 29 30

August, 1971 17 days attendance (12 - 4) summer

2 3 4 5 6

9 10 11 12 13

16 17 18 19 20

23 24

Begins June 1, 1971

Closes August 24, 1971

A proposed four-quarter year-round school calendar modified for the Utica Community School year 1970-71. This schedule could be utilized to change from the present two semester, six weeks summer school program to a three quarter, optional fourth quarter, volunteer summer quarter for year-round school operation.

As compiled by

George B. Glinke

The following proposed school calendar would be subject to change and be negotiated through a master agreement ratification phase of collective bargaining by both the teachers and the Board of Education.

The fall quarter would begin on September 8, 1970 and run sixty-two days with provision for one day opening and one day closing school. A four day weekend is provided for Thanksgiving vacation, and the quarter ends December 4, 1970.

The winter quarter begins December 7, 1970 and runs through March 1, 1971 with provision for vacation time from December 24 through January 3, 1971. March 12, 1971, a Friday, would be a free day and could be utilized for teachers institute or workshop, to be negotiated by those partners involved. This quarter is 62 days long with provision for one day opening and one day closing school.

The spring quarter would begin on March 15, 1971 and run through June 17, 1971 with provision for Easter vacation from April 8 (end of school day) through April 18, 1971. June 18, 1971 is a free day and could be used for teacher institute or workshop or per agreed through collective negotiations. This quarter is 62 days long and one day each is provided for opening and closing the quarter.

The optional summer quarter would begin on June 28, 1971 and run through September 1, 1971. The length of the quarter would be forty-seven days with provision for one day opening and one day closing the optional summer quarter.

The theory to the optional summer quarter is that when enough students go to school in the summer time on their own, and thus drop out of school a quarter later on, the concept of year-round school has been met within the Utica Community School District.

One point of information regarding the optional summer quarter. The time the student is in attendance has been reduced by twenty-five percent to forty-five days. The summer quarter class period would be increased twenty-five percent from fifty-five to seventy minutes in order to equate the fourth or summer optional period of time. This gives our district a summer quarter the same in quality and quantity as any three previous quarters which the student should elect to choose.

The sample school year follows and is negotiable. According to the feasibility study to date, a four-quarter summer optional school year could be presented with less hardships on the electors within the school district by not facing mandated vacations.

The traditional school calendar remains with the modified optional four-quarter calendar, yet at the same time provisions are made for utilizing staff, buildings, and students on a year-round basis.

Fall Quarter   60 days attendance for students, 62 days attendance for staff

September, 1970   17 days attendance in September

1 2 3 4

7 8 9 10 11   September 7, Labor Day - no school
September 8, fall quarter begins

14 15 16 17 18

21 22 23 24 25

28 29 30

October, 1970   22 days attendance in October

1 2

5 6 7 8 9

12 13 14 15 16

19 20 21 22 23

26 27 28 29 30

November, 1970   19 days attendance in November

2 3 4 5 6

9 10 11 12 13

16 17 18 19 20

23 24 25 26 27   November 26 & 27, Thanksgiving vacation - no school

30

December, 1970   4 days attendance in December

1 2 3 4

Begins   September 8, 1970

Closes   December 4, 1970

Winter Quarter 60 days attendance for students, 62 days attendance for staff

December, 1970	13 days attendance in December
7 8 9 10 11	
14 15 16 17 18	
21 22 23 24 25	December 24 - January 3, Christmas vacation - no school
28 29 30 31	
January, 1971	20 days attendance in January
1	
4 5 6 7 8	
11 12 13 14 15	
18 19 20 21 22	
25 26 27 28 29	
February, 1971	20 days attendance in February
1 2 3 4 5	
8 9 10 11 12	
15 16 17 18 19	
22 23 24 25 26	
March, 1971	9 days attendance in March
1 2 3 4 5	
8 9 10 11 12	March 12, free day - no school

Begins December 7, 1970

Closes March 11, 1971

Spring Quarter 60 days attendance for students, 62 days attendance for staff

March, 1971 13 days attendance in March

15 16 17 18 19

22 23 24 25 26

29 30 31

April, 1971 16 days attendance in April

1 2

5 6 7 8 9 April 9-18, Easter vacation - no school

12 13 14 15 16

19 20 21 22 23

26 27 28 29 30

May, 1971 20 days attendance in May

3 4 5 6 7

10 11 12 13 14

17 18 19 20 21

24 25 26 27 28

31 May 31, Memorial Day - no school

June, 1971 13 days attendance in June

1 2 3 4

7 8 9 10 11

14 15 16 17 18

21 22 23 24 25

Begins March 15, 1971

Closes June 17, 1971

Optional Summer Quarter 45 days attendance for students, 47 days attendance for staff

June, 1971 3 days attendance in June

1 2 3 4
7 8 9 10 11
14 15 16 17 18
21 22 23 24 25
28 29 30

July, 1971 21 days attendance in July

1 2
5 6 7 8 9 July 5, legal holiday - no school
12 13 14 15 16
19 20 21 22 23
26 27 28 29 30

August, 1971 22 day attendance in August

2 3 4 5 6
9 10 11 12 13
16 17 18 19 20
23 24 25 26 27
30 31

September, 1971 1 day attendance in September

1 2 3
6 7 8 9 10 September 6, Labor Day - no school

Begins June 28, 1971
Closes September 1, 1971

APPENDIX J

STATEMENT ON YEAR-ROUND EDUCATION*

It is recognized that the standard 180-day school year as it now prevails in most schools is not universally satisfactory; nor has any operating program for a year-round school yet proved to be universally acceptable.

It is recognized that a plan which may be appropriate in one community situation may not be acceptable in another situation, and that the extended programs which seem to have been most acceptable are those which provided flexibility or optional attendance.

It is recognized that every individual is unique and if each is to learn what he needs to know at his own best rate, the school curriculum must be individualized.

It is recognized that the time schedules of individuals and families are continuing to become more diverse and that a student's time in school must be adaptable to this changing situation.

It is recognized that financial resources of any community, state and the nation are limited and must be allocated on a priority basis and that educational programs, including the school calendar, must be designed to obtain optium efficiency.

It is therefore recommended that each State:

1. Take appropriate action to provide enabling legislation and/or policy permitting flexibility of programming so that various patterns of year-round education may be explored at the local level.
2. Take appropriate action to provide state school aid on a prorated basis for extended school programs.
3. Encourage experimental or exploratory programs for year-round education through financial incentive or grant.

It is recommended that each local school system:

1. Consider ways, including year-round education, in which the educational program can be improved in terms of (a) providing a quality education with equality in educational opportunity, (b) adapting to the community and family living patterns and, (c) attaining optium economic

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*Adopted April 7, 1970 at the National Seminar on Year-Round Education, Harrisburg, Pennsylvania.

efficiency.

2. Include representation of those who would be affected by the changes in the school schedule in the planning for a year-round education program, including teachers, parents, students and other interested groups; and provide the public with adequate information about the proposed plan before it is adopted as a mandatory change.
3. Carefully assess the adequacy of the financial resources and current school facilities, including a careful analysis of comparative budgets, before adopting a new schedule.
4. Select and assign staff which will be both effective in terms of the school program and fair and equitable in terms of the demands placed on staff.
5. Carefully develop budgets that will adequately provide for initiating and operating the proposal program and assess adequacy of school facilities before adopting a new schedule. This includes payment to teachers on a prorated basis for additional time worked.
6. Provide, in the initial planning, for the institutionalization of the program if it meets expectations (i.e., do not accept a state, federal or other grant to initiate such a program unless the intent is to adopt it as the regular school schedule if it proves successful and acceptable.)

It is recommended that the U. S. Office of Education and the Education Commission of the States:

1. Encourage experimentation in year-round education
2. Rigorously examine all year-round education models which seem to be widely acceptable in terms of well-defined, established criteria.
3. Foster the adoption of those plans or models which have demonstrated their value and acceptability so that nationwide patterns may emerge that are compatible with each other.

APPENDIX K

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THE COMMUNITY EDUCATION OFFICE

UTICA COMMUNITY SCHOOLS

PRESENTS

SUMMER SEVENTY

Summer Seventy is a program for all ages, from pre-school to senior citizen.

We anticipate the largest program ever, especially in the area of summer recreation. This is due not only to the increased financial participation by Shelby Township, Sterling Heights, and Utica, but, more importantly, their concern for an expanded program to benefit more children in their respective municipalities.

The purpose of this issue of the Community Education Office is to inform you of what is to be offered, where, and when.

You may register for Summer Recreation, Elementary Enrichment, Reading, and Math at your local elementary school. Each school has the necessary registration forms. The registration fee should be paid at the time of registration.

Junior High and Senior High students may register either at Stevenson High School or Utica High School for both enrichment classes and high school credit classes on Wednesday, June 17, between 9:00 a.m. and 12:00 noon. Please check Secondary Enrichment and High School Credit programs for details.

The deadline for elementary registration is May 25.

SHELBY TOWNSHIP
PARKS AND RECREATION BOARD
SUMMER PLAYGROUND PROGRAMS

An expanded program of seven centers will operate this summer. The centers are: Auburnshire, Disco, Ewell, Monfort, Morgan, Switzer and Wiley schools.

The program will begin June 22 and end July 31. The daily program times are 9:00 a.m. through noon, and 1:00 p.m. through 4:00 p.m. (home for lunch).

Some of the activities are: art, music, movies, swimming, field trips, games, and sports.

The registration fee is $5.00 per family, which will cover all charges. Register at your school office.

CITY OF UTICA
SUMMER PLAYGROUND PROGRAMS

Utica presents its Summer Playground Program at the Flickinger School.

The program will begin on June 22 and end on July 31. The daily program times are 9:00 a.m. through noon.

Some of the activities are: art, music, movies, swimming, field trips, games, and sports.

The registration fee is $5.00 per family, which will cover all charges. Register at your school office.

STERLING HEIGHTS
DEPARTMENT OF
PARKS AND RECREATION
SUMMER PLAYGROUND PROGRAMS

An expanded program of ten centers will operate this summer. The centers are: Collins, Dresden, Gibbings, Harvey, Messmore, Plumbrook, Rose Kidd, Schwarzkoff, Sterling and Walsh.

The program will begin June 22 and end July 31. The daily program times are 9:00 a.m. through noon, and 1:00 p.m. through 4:00 p.m. (home for lunch).

Some of the activities are: art, music, movies, swimming, field trips, games, and sports.

The registration fee is $5.00 per family, which will cover all charges. Register at your school office.

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ELEMENTARY SUMMER ENRICHMENT

The Community Education Office offers a selection of classes as per your request on the last survey, and also on the basis of our past experience as to what has been successful.

Most enrichment classes meet once a week for six weeks, beginning June 22 and ending July 31. The length of each class is approximately one and one-half hours.

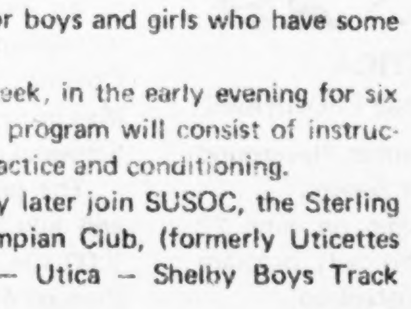
The registration fee is $4.00 and is payable at the time of registration.

You may register at your local elementary school office until May 25.

CLASS	SCHOOLS
Archery (4-6)	Morgan, Plumbrook, Sterling
Art-Pre School (entering Kdg. in Sept.)	All Schools
Art-Primary (k-1)	All Schools
Art (2-6)	All Schools
Ballet (K-6)	Monfort, Rose Kidd, Magahay
Baton Twirling (K-6)	Ewell, Disco, Collins, Plumbrook, Flickinger, Auburnshire, Dresden
Gymnastics (K-6)	Switzer, Sterling, Messmore
Nursery (3 & 4 yr. old)	All Schools
Tap Dancing (K-6)	Crissman, Magahay, Flickinger, Gibbins, Walsh
Ecology (K-6)	Morgan

All of the above offerings depend on the number of registrations. If a class cannot be offered at your school because of low registration, you will be given the choice of selecting another school to attend during the summer.

SUMMER TRACK PROGRAM



A new program is planned for boys and girls who have some ability in Track and Field events.

The class will meet twice a week, in the early evening for six weeks at Stevenson's track. The program will consist of instruction in many events, as well as practice and conditioning.

Those who are interested may later join SUSOC, the Sterling Heights – Utica – Shelby Olympian Club, (formerly Uticettes Girls Track Club and Sterling – Utica – Shelby Boys Track Club).

The program will be open to boys and girls nine years of age and over.

The registration fee will be %5.00 and is payable at registration. You may register at your local elementary school office prior to May 25. The program will begin on June 22 and end July 31.

SUMMER MATH PROGRAM

The Summer Math Program is for students who have completed second through sixth grades, and who show a weakness in math skills.

You should discuss this program with your child's teacher so that the proper referral form is made out to assist the Summer School teacher in planning your child's needs.

The class size is kept relatively small (12-13) to better aid your child. The class meets daily for one hour beginning June 22 and ending July 31.

The registration fee is $15.00, and is payable at registration. You may register at your local elementary school office.

It is hoped that this program will be offered in all elementary schools. It will depend on sufficient registration. If a school does not have a sufficient number, then the parents will have a choice of selecting another school or receiving a refund.

SUMMER READING PROGRAM

The Summer Reading Program is designed for elementary students who are reading below grade level.

The program is designed to continue a child's reading progress. A child is accepted into this program by referral of the classroom teacher. The referral may be initiated by you, but must be discussed with the classroom teacher.

The class size is small (8 or 9) in order to give individual attention to each student. The class meets daily for one hour, beginning June 22 and ending July 31.

The registration fee is $25.00, and is payable at the time of registration. May 25 is the deadline for registration, and you may take care of this at your local elementary school office.

We hope to offer this program at all elementary schools if sufficient number of people are interested.

SPEECH THERAPY CLINIC

Utica Community Schools will present a summer Speech Therapy clinic for the 13th consecutive year. The Speech Clinic will encompass all aspects of speech problems and will be open to pre-school children as well as to children of school age.

The Speech Clinic tuition fee has in the past been sponsored by Utica Community Schools, Michigan Department of Education, and the Utica Business and Professional Women's Club. We offer this program at no expense to the community.

Application may be made at any of the elementary schools. Entrance to the clinic will be based upon recommendations of the school speech therapists.

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STERLING HEIGHTS

DEPARTMENT OF PARKS AND RECREATION

SUMMER TEEN PROGRAM

A Summer Teen Program will be introduced at both Davis Junior High and Sterling Junior High by the Sterling Heights Department of Parks and Recreation.

The program will meet for six weeks between June 22 and July 31.

Organized team sports, such as basketball, baseball, and volleyball, will be offered upon demand. Open gym time will also be available.

Summer Teen Club will be offered one night each week at each school. This activity will include dancing and open gym.

Friday field trips are planned. Prospective places include Edgewater Park, Metropolitan Beach, bowling alleys, Tiger Stadium and Stony Creek Park.

SCHEDULE

Activity	Schools	Time	Day
Drop-In-Center	Sterling Jr. High	1-4	M & W
	Davis Jr. High	1-4	T & Th
Teen Club	Sterling Jr. High	7-9	Tues.
	Davis Jr. High	7-9	Wed.
Field Trip	Sterling Jr. High	To be announced	
	Davis Jr. High	To be announced	

STP **SHELBY TOWNSHIP** STP

PARKS AND RECREATION BOARD

SUMMER TEEN PROGRAM

A Summer Teen Program, developed by the Shelby Township Parks and Recreation Department, will be introduced this year.

The program will include a Drop-In-Center two afternoons each week, several field trips and several evening activities.

A complete and detailed schedule will be available after our first meeting. We are attempting to tailor this program around the available time of teens and their interests.

The registration fee is $5.00, and interested students may register at Utica High on June 17 between 9:00 a.m. and noon.

Programs, if interest is provided, will be at both Shelby Junior High and Utica High.

The program will be conducted for six weeks, between June 22 and July 31.

SECONDARY SUMMER ENRICHMENT PROGRAM

The following classes will meet for six weeks, from June 22 through July 31. Please check schedule for time, day, location.

The cost per class is $12.00, and covers instruction only. Supplies will be additional.

STEVENSON HIGH		
Tennis	9:00-10:30	Tues. & Thurs.
Sewing	10:30-12:00	Tues. & Thurs.
Knitting	9:00-10:30	Mon. & Wed.
UTICA HIGH		
Golf	9:00-10:30	Mon. & Wed.
Drawing	10:30-12:00	Mon. & Wed.
Pre-Algebra	9:00-10:30	Mon. & Fri*
Interior Decorating	9:00-10:30	Tues. & Thurs.
Baking	10:30-12:00	Tues. & Thurs.

***Due to increased instruction costs, the registration fee is $25.00.**

The above schedule is based on twelve students per class. Classes will be cancelled if we do not have sufficient registration.

HIGH SCHOOL CREDIT

The following classes are scheduled to meet at both Utica High and Stevenson High. They will start Monday June 22, and continue daily through July 31.

Each class meets for two hours per day for ½ credit. The cost for each class is $25.00. Students may take one or two classes.

Registration will be at both high schools on Wednesday, June 17, from 9:00 to 12:00 noon. Classes will be cancelled in the event that enrollment is insufficient, or classes may be combined so that we may continue a class:

CLASS	TIME
Algebra I	8-10
Art Appreciation	10-12
English 9	8-10
English 10	10-12
English 11	8-10
English 12	10-12
Government	10-12
Michigan History	10-12
Physical Science	8-10
Refresher Math	10-12
Sociology	8-10
Speech	8-10
Typing I	8-10
U. S. History	8-10

JUNIOR KOREAN KARATE

This program is being offered for the first time for boys and girls between the ages of 8-14.

Instruction will be provided by an adult Korean Karate instructor, holder of a black belt.

The program will begin on Saturday, June 13 from 10:00 a.m. to noon, at Utica High School Gym, and continue for twelve weeks.

The registration fee is $10.00, payable at the first session.

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ADULT HIGH SCHOOL COMPLETION PROGRAM

Beginning in September of 1970, we will again offer a complete range of classes for those adults who have not received a high school diploma. These high school credit classes will be held in the evenings, and will be free of charge to those people working toward a high school diploma. A complete schedule of classes will be listed in the August issue of FORWARD STEPS.

New policies enable us to grant high school credit for work experience, Armed Forces experience, apprenticeship programs, and performance on the G.E.D. test.

If you are interested in completing work on your high school diploma, please contact the Community Education Office. We may then place your name on our mailing list and can send for any necessary record.

SUMMER SWIMMING

An eight-week Swimming Program will be available at both Stevenson's and Utica's pools.

Swimming classes will be conducted by certified Red Cross instructors. There will be a variety of classes, from beginning to advanced swimming, at a cost of $3.25.

For the safety of the children, a child must be 6 years of age and a minimum of 42 inches in height.

Boys and girls must furnish their own suits, and *girls must wear caps.*

Registration for both Utica and Stevenson will be at *Stevenson only,* on May 15 through May 18, from 1:00 to 4:00 p.m., and 6:00 to 9:00 p.m.

Open and Family Night swimming will also be offered. In addition, the pool will be used by elementary students as part of the Summer Recreation Program.

Open and Family Swimming, Mon. thru Tues.	1 to 2 p.m.
Children: 25 cents	7 to 8 p.m.
Adults: 50 cents	8:15 to 9:15 p.m.
Sat. & Sun.	1:00 to 5:00 p.m.

SENIOR CITIZENS SUMMER PROGRAM

If you are interested in our regular monthly newsletter, or would like to join us for any of the activities, please contact the Community Education Office. Transportation is provided for al activities.

The following are samples of the planned activities:

May 21	**Mackinac Island Organizational meeting at Flickinger Elementary School.**
May 23	**Retirees' Day, Tiger Stadium.**
May 28	**Regular monthly meeting at 4:00 p.m., Flickinger Elementary School. Slides of Africa.**
June 11	**Picnic at the Bluewater Park, Sarnia, Ontario.**
June 24	**Deadline for reservations for fall Hawaiian trip. Trip not limited to Senior Citizens.**
June 25	**Regular monthly meeting at Stony Creek Park, Winter Cove picnic area.**
June 27	**Retirees' Day, Tiger Stadium.**
July 10	**Annual Michigan Parks and Recreation Senior Citizens' trip to Bob-Lo Island.**
July 25	**Retirees' Day, Tiger Stadium.**
July 30	**Regular monthly meeting. Picnic and activities at Stony Creek Park.**
Aug. 13	**All-day trip and picnic to Cedar Pointe, near Sandusky, Ohio.**
Aug. 22	**Retirees' Day, Tiger Stadium.**
Aug. 27	**Regular monthly meeting. Activities to be decided by membership.**
Sept. 12	**Retirees' Day, Tiger Stadium.**
Sept. 24	**Annual Birthday Party. Details to be announced.**
Sept. 29 to Oct. 1	**Trip to Mackinac Island.**

COMMUNITY EDUCATION OFFICE
UTICA COMMUNITY SCHOOLS
52188 Van Dyke, Utica, Michigan 48087
739-0400 – 739-1313

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